

ATTITUDES OF TEACHERS OF ENGLISH IN CERTAIN
OKLAHOMA JUNIOR HIGH SCHOOLS TOWARD
THEIR OWN ACADEMIC AND
PROFESSIONAL COMPETENCIES

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PREFACE

The desire of the writer to increase the effectiveness of her own work, and her interest in securing evidence which might explain the many criticisms directed toward the teachers of English in the state of Oklahoma led to the present study of the attitudes of teachers teaching English in junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills.

The writer gratefully acknowledges her indebtedness to Dr. Ida T. Smith, the first chairman of the study, for her constructive criticism, for her helpful attitude, and for her constant encouragement and faith. The writer is appreciative of the generous help of Dr. W. Ware Marsden, who served first as committee member and then as chairman of the committee. She is grateful to Dr. Paschal Twyman and Dr. Kenneth Wiggins, who acted as members of her advisory committee, for their consideration and helpful advice and criticism.

The writer is also grateful to the State Department of Education of Oklahoma for its assistance, and to the sixteen institutions of higher learning of Oklahoma who graciously supplied data concerning preparation of teachers in Oklahoma; to the jury of experts and to the jury of experienced teachers for their help in improving the instrument used in the study; and to the classroom teachers who responded to the questionnaire.

The writer is also deeply grateful to her husband and children for

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Without the help of all these persons, the study could not have been completed.

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CHAPTER I

THE PROBLEM

Introduction

In recent years educators have shown increasing concern about the quantity and quality of English currently taught in the public schools of America. Many documents devoted to discussions of education have referred to the importance of English and to the greater emphasis which should be placed upon language instruction at all educational levels. Much of this discussion has been in the form of criticism, both justified and unjustified, of the teaching of English. Statements are often made that schools are turning out illiterates who can neither read, write, nor speak correctly and effectively. Because teaching and learning in any area of the curriculum are influenced by the instruction in the area, the teacher of English has been subjected to severe criticism. The adequately prepared and competent teacher is still the central element in the English program and even critics realize that the finest courses of study, the most up-to-date school plants, and the most expensive books may not necessarily produce the desired results in preparing students who are competent in English.

Authorities have long recognized that attitudes of teachers have a great impact upon the effectiveness of their teaching. Authorities have also recognized that the feelings of the teachers with respect to their

own competency greatly affect the quality of their teaching. A study of the attitudes of teachers of English toward their own competencies may, therefore, provide insights which can be used in planning and guiding programs for the preparation of teachers of English.

Statement of the Problem

Several studies reflecting a national interest concerning the teaching of English have been conducted in the past five years. The conclusion from the resulting data is that a high proportion of English teachers know much less about their subject than they should know in order to teach it well. The need for more competent teachers of English is evident. The competent teacher of English should have mastered the subject matter of that discipline so that his self-assurance and self-confidence with respect to his academic competence is complete. Moreover, the teacher, to be successful, must be confident of his competency in the skills necessary to teach his subject effectively.

The current study is, therefore, concerned with the feelings of teachers who are currently teaching English in approved junior high schools of Oklahoma toward their own academic and professional competence. It is also concerned with whether or not significant differences exist among these teachers in terms of certain selected factors in their educational backgrounds and experiences.

Definition of Terms

For the purposes of this study, it is necessary to define certain terms as they are to be used:

"Academic preparation" refers to course work in the language arts field. This includes preparation in the fields of English, Speech, and Journalism.

The term "professional education" refers to courses having to do with practical experience in the classroom, acquaintance with methods of teaching, certain understandings about research, learning, human growth and development, and the role of the school in society.

"Approved" refers to approval by the State Department of Education, Oklahoma City, Oklahoma.

The Purposes of the Study

There are two purposes for the study. The major purpose is to determine the feelings of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence.

The second purpose is to compare the confidence evidenced by these teachers with such factors as the type of institution in which the teachers were prepared, the highest degree held, the courses taken, participation in professional organizations, type of certification, source of certification, and teaching experience.

Need for the Study

Quality teaching is the result of continued search for greater insight and constant effort to improve skills and efficiency. The competent teacher has been defined as follows: (1) as a director of learning; (2) as a mediator of the culture; (3) as a counselor and guidance worker;

(4) as a member of the school community; (5) as a liason between the school and the community; and (6) as a member of the profession.¹

Concern with the quality and competency of teachers has accelerated in the last decade. The public in general and the state and federal governments in particular are examining not only the programs in the schools but also the quality and preparation of teachers. Professional educators and academic groups are studying the problems of teacher qualifications, preparation, and certification; examining the demands created by universal education in a democratic society; and experimenting with means of securing enough qualified teachers to meet the continuing increase in enrollments through the education system.

In order to perform with maximum efficiency a teacher should have confidence in his own competency. The assumption is made that competency depends upon preparation.

To use the English language as an effective instrument of thought expression and communication, to learn to gather facts and to examine experience with clarity of critical thought, to organize ideas and information clearly for communication to others, to develop a sense of security in the use of language, and to develop ability to think, speak, write, read, and listen constitute major purposes of instruction in English. To fulfill these functions, the teacher of English must attain competency in keeping with the level of achievement desirable for the pupil. Thus a study of the self-assessment of teachers engaged in

¹Alfred H. Grommon, "Preparing Teachers of English," College English November, 1957, p. 351.

teaching English in Oklahoma junior high schools in relation to their preparation should reveal information of importance to state department officials, directors of certification, collèges preparing and certifying teachers, placement bureau officials, superintendents, principals, and the Oklahoma and National Councils of Teachers of English.

Hypotheses of the Study

The study is based on the hypothesis that the confidence of teachers employed to teach English in the junior high schools of Oklahoma is related to their academic and professional training and to their teaching experience.

Although formal preparation does not guarantee that a teacher will be a good teacher, it does give at least the assurance of a sound basis on which to build. Literature relating to the adequate preparation of teachers of English shows that the teacher of English should, in addition to his preparation in general education, have extensive training in his teaching major: in the English language, in composition, in literature, in speech, in dramatics, and in journalism. Diverse as his professional responsibilities are, he is a teacher of the English language as a medium of communication through oral and written composition, as a finished artistic product through the teaching of literature, and as a phenomenon that makes society possible.²

The professional education of the teacher of English should help the teacher focus his entire college education upon how he may help his

²Alfred H. Grommon, ed., The Education of Teachers of English, The National Council of Teachers of English (New York, 1963) p. 246.

pupils learn, counsel them, make them aware of the culture in which they live and of other cultures in the world, and meet his responsibilities as a member of a school staff and of a profession. Formal preparation in the professional education of the teacher of English should include practical courses in methods of teaching English, practice teaching in English classes, courses in remedial teaching, courses in psychology, especially those offering useful insights for solving common problems of pedagogy, class management or individual differences in large classes.³

Theoretically, such a program should produce teachers who are confident of their academic and professional competence. Not all persons teaching English are graduates of such a program. Moreover, the programs of preparations, although following rather a general pattern or framework, vary greatly from school to school. This study, therefore, is an attempt to relate the confidence of the teachers responding to such factors in their background as:

type of institution for undergraduate work
 type of institution for graduate work
 highest degree and date of highest degree held
 date of last college hours
 date of last college hours in English preparation
 number of hours in English taken since Oklahoma certification
 improvement in preparation to teach English
 participation in National Council of Teachers of English
 participation in Oklahoma Council of Teachers of English
 college major or majors undergraduate and graduate
 college minor or minors undergraduate and graduate
 courses taken in language arts area, both undergraduate and graduate
 type of certificate on which currently assigned
 subject field or fields certified in secondary education
 total years teaching experience including 1964-65
 total years teaching English
 number of classes of English teaching per day
 number of classes of other subjects teaching per day

³Ibid., p. 317.

average class size of English classes
provision of supervisory assistance from a specialist in teaching
language arts

The study is also based on the hypothesis that a stratified random sampling, with data treated by the Chi-Square formula, will reveal significant differences among teachers in relation to the above variables. These data can be regarded as significant and not due to chance when the probability level is .05 or less.

Basic Assumptions

The study is based on the assumptions that feelings of competency are essential for efficient teaching; that competency is related to preparation; and that recommendations for the preparation of competent teachers of English exist in professional literature relating to junior high school teaching and the teaching of English.

Scope of the Study

The study includes a sampling of those teachers who teach two or more classes of English in the seventh, eighth, or ninth grades of those schools in Oklahoma which have approved junior high schools. A list of 305 approved junior high schools was obtained from the State Department of Education of Oklahoma. A letter was sent to the principal of each of the 305 approved junior high schools to obtain the number of teachers in each school who met the criteria of the study. The schools were then grouped into three regions according to geographic location in the eastern, central, and western areas of the state. The schools to be used in the study were chosen, at random, in proportion to the number of the approved

junior high schools in each geographical section until the desired total of 400 teacher respondents was obtained. This constituted stratified random sampling.

Limitations of the Study

The writer recognizes several limitations for the study. First, the study is limited by the use of a check list as the instrument for collecting data. The validity of responses given depends on the willingness of the respondents to cooperate, their honesty in answering, and the motivating interest of the respondents.

The second limitation concerns the instrument. The instrument contained two sections, a teacher self-assessment section and a personal data section. The teacher self-assessment section asked for a degree of confidence in the teacher's own academic competence and a degree of confidence in the teacher's ability to teach certain specific areas in the language arts field. The assessment section asked also for a degree of confidence in competency to use certain specific practices, materials, and devices, to organize and control a classroom, to direct plays, assemblies and newspapers, and to handle heterogeneous, homogeneous, and ungraded classes. The data sheet section requested certain information concerning the educational background of the respondent. These variables are listed in more detail on page 6. One of these variables concerned the grouping and totaling of semester hours in literature, composition, speech, journalism, and other related areas in the language arts field. The writer recognizes that the grouping and totaling of semester hours is tedious work and that a degree of error on the part of some respondents exists.

A further limitation of the study is that questions may be misunderstood and incorrect answers may have been given inadvertently. Furthermore, all respondents may not have answered the questions within the same frame of reference.

Procedures

Several different procedures were essential to the study. First, a survey was made of available professional literature relative to the attitudes of teachers, the preparation of teachers of English with respect to their own competencies, and the certification of teachers of English in Oklahoma.

Next, a letter was sent to each of the 16 colleges and universities in Oklahoma which are approved by the State Board of Education to carry on teacher-education programs with a request for a copy of their requirements for a standard teaching certificate in the language arts area. Three charts of certificate requirements were compiled for the sixteen colleges in Oklahoma approved as teacher-education institutions in order to show the similarities and differences in the preparations of teachers certified to teach English in secondary schools of Oklahoma.

Then, a list of the "approved" junior high schools of Oklahoma was obtained from the Oklahoma State Department of Education. This included 305 approved junior high schools.

Following this, a letter was sent to the principal of each "approved" junior high school to obtain the number of teachers in the school who were currently teaching two or more classes of English. When the replies were received, a total of 790 junior high teachers who met the

criteria of the study was found and a stratified random sampling technique was used to determine 400 possible respondents for the study.

Then, a teacher self-confidence assessment sheet and a personal data sheet, both based on a study of the literature, were prepared to be sent to the teachers of English selected as respondents. These check sheets were then sent to 16 recognized writers and educators in the field of language arts. These were considered a jury of experts. The members of this jury were asked to judge the instrument and make suggestions for improvement on both the self-assessment sheet and the personal data sheet. The suggestions from the jury of experts were compiled and changes were made in the instrument. Then, the revised instrument was submitted to ten teachers of English teaching at that time in two approved junior high schools of Oklahoma. One purpose for this trial run was for further clarification and improvement of the instrument. Another purpose of the trial run was to determine the approximate time required for checking the questionnaire. The responses of these teachers were not included in the data for the study but were used to further revise the instrument. Finally, the revised check lists were sent to the respondents selected for the study. Chi-Square statistical tests were applied to the data received from the respondents to evaluate findings.

Summary

Educators show growing concern about the English, both quantity and quality, currently taught in the public schools. Discussions of education in many recently published documents have been in the form of criticism of the teaching of English and of the teacher of English.

The competent and self-confident teacher continues to be the central

element in the English program. Authorities recognize that attitudes of teachers greatly affect their effectiveness in the classroom. Authorities further recognize that teachers' feelings of competency have great impact on the quality of their teaching.

The problem defined for the study, therefore, is to determine the confidence of teachers who are currently teaching English in approved junior high schools of Oklahoma with respect to their academic and professional competence. The study had two purposes. The first purpose was to determine the confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence. A second purpose was to compare the degree of confidence with such factors as the type of institution in which prepared, the degree held, the courses taken, participation in professional organizations, type of certification, and source of certification.

The need for the study was based on the lack of information pertaining to the confidence that teachers of approved junior high schools of Oklahoma have with respect to their academic and professional competence. This information could be of importance to those persons having responsibility in improving programs in English in public schools of Oklahoma, to those persons hiring teachers of English, and to the Oklahoma and National Councils of Teachers of English.

The study was based on the hypothesis that the confidence of teachers employed to teach English in the junior high schools of Oklahoma is related to their academic and professional training. Assumptions of the study were that feelings of competency are essential for efficient teaching; that competency is related to preparation; and that recommendations for the preparation of competent teachers of English exist in professional

literature relating to junior high school teaching and the teaching of English.

The study included a stratified random sampling of those teachers who teach two or more classes of English in the seventh, eighth, or ninth grades of those schools in Oklahoma which have approved junior high schools. One limitation of the study was inherent in the use of a questionnaire instrument to gather data. A second limitation concerned the difficulty of grouping course work into specific areas as requested in the questionnaire. A further limitation concerned possible misunderstanding on the part of the respondents.

In Chapter II, a review of literature which has relevance to the study is presented; the methodology of the study is discussed in Chapter III. The findings of the study are discussed in Chapter IV; and the study is summarized, and conclusions and recommendations are presented in Chapter V.

CHAPTER II

BACKGROUND FOR THE STUDY

Introduction

According to Donald R. Tuttle,¹ if our nation is to survive and prosper, both spiritually and materially, it must accelerate the improvement of its educational system. Central in this effort, must be the improvement of the teaching of English. Competence in English is almost universally acknowledged as basic to quality in education.

A recent national study reveals that in this country more pupils spend more time more continuously throughout their entire schooling on the subject of English than on any other subject.² The importance of English - the language, and its literature - lies in its hold upon the intellect and the emotions of man. The processes of becoming articulate and literate are significant to man's attainment of full human dignity; literature helps man to understand his own nature and the nature of fellow human beings; literature reveals and clarifies reality, providing understanding of the ideas and experiences of man.³

¹Donald R. Tuttle, "Basic Considerations in Preparing, Certifying, and Assigning Teachers of English," College English, May, 1963, p. 619.

²The National Interest and the Teaching of English Prepared by the Committee on National Interest, The National Council of Teachers of English, 1961, p. 15.

³The National Interest and the Teaching of English Prepared by the Committee on National Interest, The National Council of Teachers of English, 1961, p.16.

Literature is one important element in the study of English; language is another. Because language is the vehicle for ideas, command of its use is important. A recent survey of leaders in American business, government, law, and communications clearly reveals their firm belief in the importance of the study of the English language. Typical of comments in this survey is the reaction from W. W. Watson, chairman of the physics department, Yale University, who believes English to be "the most important subject in the entire course of study in the elementary and college preparatory years."⁴

A realization that English is not simply a three-year course or a four-year course that terminates in a passing or failing grade is also important. It is an essential part of life that students must take with them wherever they go and whatever they do. This leaves a heavy burden of responsibility in the hands of the teacher of English.

Importance of Teacher Attitudes

The effectiveness of a teacher depends as much on his understanding of himself as it does on his understanding of his students. Teaching offers opportunities for personal growth and satisfaction in worthy contribution to an important profession. For these reasons attitudes of teachers appear to be of significant importance.⁵ According to Cronbach⁶ an attitude is defined as the meanings that one associates with a certain

⁴Joseph Mersand, Attitudes Toward Teaching (New York, 1961), p. 58.

⁵Henry Clay Lindgren, Educational Psychology in the Classroom (New York, 1956,) p. 495.

⁶Lee J. Cronbach, Educational Psychology (New York, 1954), p. 326.

object or idea and which influence his acceptance of it. These objects may be abstract or concrete. An element of acceptance or avoidance is present in any attitude, but additional associations are involved. Attitudes influence the kinds of responses pupils make to the teacher, and also the kind the teacher makes to the pupils.

Trow states:

If attitudes are positive, the emotional climate of the classroom will tend to be favorable for learning. Attitudes are acquired, whatever learning theory is used to describe them, and their direction and intensity can be measured. Pupil attitudes are sometimes considered to be dependent on the personality of the teacher. But when personality is viewed as social stimulus value, a teacher should be aware that his behavior can help pupils acquire favorable attitudes and so improve their learning.⁷

The teacher plays a major role in determining the quality of human relations that exist in the classroom. An important asset or liability to the establishment of a good emotional climate and positive learning atmosphere is how the teacher feels about himself. The teacher who feels inadequate, superior, or rebellious does not help students create a wholesome emotional climate in which all feel that they belong, accept others, and help each other.⁸

Certain teacher inadequacies are sometimes wrongly diagnosed as "poor discipline."⁹ Pupil misbehavior is a symptom, but the cause is often quite likely to be sheer lack of instructional skill, as a consequence of which the class falls apart. Situations of this nature tend

⁷William Clark Trow, Psychology in Teaching and Learning (Boston, 1960), p. 36.

⁸Kimball Wiles, Teaching for Better Schools (Englewood Cliffs, New Jersey, 1959), p. 49.

⁹Ibid., p. 36.

to have harmful effects upon the attitudes of both the teacher and the pupils.

According to Scheir, an attitude is a state of readiness.¹⁰ A teacher should equip the pupil with a belief that better studying or thinking is rewarding. School procedures should induce readiness.

Jordan says:

"Attitudes are of surpassing importance because they determine the direction of behavior. They largely determine actions of adults in such fields as labor relations, taxation for schools, militarism, minority groups, the church, community improvement, law enforcement, the treatment of criminals, United Nations, decisions of the Supreme Court, etc. There is hardly an object, procedure, or idea toward which we do not have an attitude. Attitudes are the threads which run through and color all our experiences."¹¹

Since the attitudes of one person produce attitudes in others, certain characteristics of teacher attitudes might tend to make pupils accept rather than reject their teaching. Trow concludes:

It is possible to generalize from what we know of satisfiers and annoyers so far as pupils are concerned, and say that pupils' attitudes will tend to be favorable if the teacher likes children, likes to help, likes to lead, and likes to learn.¹²

According to Lindgren,¹³ teachers are inclined to set high standards for themselves. They are likely to be people who never quite achieve what they expect of themselves. There tends to be a gap between their self-ideal and their self-concept. Teachers play many roles

¹⁰ Fred T. Schreir, Human Motivation (Glencoe, Illinois, 1957), p. 216.

¹¹ A. M. Jordan, Educational Psychology (New York, 1956), p. 582.

¹² Kimball Wiles, Teaching for Better Schools (Englewood Cliffs, New Jersey, 1959), p. 28.

¹³ Lee J. Cronbach, Educational Psychology (New York, 1954), p. 488.

which interlock and overlap, some are complementary and some are contradictory. The most obvious role of the teacher is that of initiator, director, and evaluator of learning experiences. To see that learning takes place is, presumably, the chief reason why teachers are employed. The teacher, on all levels, should be a student of the learning process and he needs to be a scholar to keep abreast of new developments.

Teachers with strong academic interests and love for their subjects are often very stimulating and effective teachers.¹⁴ Not all teachers who are scholars and research workers are effective teachers, but those who have a great interest in their field are often able to make their courses a delight for the students. The teacher who is not a very good student may encounter more than his share of difficulties. Students need to learn something and teachers need to know something to aid the students' learning.

Concerning teacher images, teacher self-concepts, teacher attitudes, and the teaching profession, this paragraph appears in the Brown Education Series:¹⁵

The type of person an individual conceives himself to be determines much of his behavior. His self-concept in turn is influenced by what others think of him, and is closely related to his esteem needs. All of us have a need to feel we are individuals of worth, that people respect and value us. Much of our self-esteem derives from what others believe about the value of our occupation and also from what they believe about individuals in this occupation. People evaluate us and their evaluations affect our behavior and our conceptions of self. We may feel more adequate because people tend to honor us, or we may feel anxious and inadequate if we are ridiculed or held in low esteem by others. Regardless of how they view us

¹⁴Thomas M. Weiss, Kenneth H. Hoover, Michael Belok and Donald F. Mills, Psychological Foundations of Education (Dubuque, Iowa, 1963), p. 159.

¹⁵Ibid., p. 147.

or we view ourselves, favorably or unfavorably, we will be affected by these attitudes.

Competency and Confidence of Teachers

For five years members of the Commission on English¹⁶ have talked and worked with English teachers in all parts of the country. Their inescapable conclusion from data and direct observation is that a high proportion, perhaps a majority, of English teachers know much less about their subject than they should know in order to teach it even reasonably well. The teacher who is not confident of his ability to work successfully in situations that arise or who is not confident in his competency to teach his subject cannot be an effective or capable teacher.¹⁷

The Commission on English states:

Like any other professional person, the professional English teacher is one who has been trained, or has trained himself, to do competent work. For him professional competence should mean, at the minimum: a college major in English or a strong minor, preparation sufficient to qualify him to begin graduate study in English; systematic post-collegiate study, carried on privately or in a graduate school; a reading command of at least one foreign language, ancient or modern; a deep interest in literature, old and new, and a solid set of critical skills; the ability to write well and the habit of writing, whether for publication or not; a knowledge of the development of the English language and familiarity with recent work in linguistics; a desire not simply to know but to impart knowledge; skill in the handling of instructional problems and knowledge of the research concerning them; an unflagging interest in the processes by which the young learn to use language effectively

¹⁶Freedom and Discipline in English, Report of the Commission on English College Entrance Examination Board (New York, 1965), p. 9.

¹⁷Kimball Wiles, Teaching for Better Schools (New Jersey, 1959), p. 49.

and richly.¹⁸

The National Interest and the Continuing Education of Teachers of English is a report made in 1964 by The National Council of Teachers of English. Many teachers responding to this national survey indicate feelings of inadequacy and lack of confidence in the teaching of English. Of the secondary teachers responding to the survey, two-thirds do not feel confident of their preparation in composition, and almost half are insecure in literature and language as well. Only half (51.9 per cent) of the secondary teachers consider themselves well prepared to teach literature; slightly more than one-third (36.6 per cent), to teach composition; slightly more than half (53.5 per cent) to teach the English language. Fewer than one-third (32.7 per cent) feel well prepared to teach oral skills, and only one tenth feel competent to teach reading at the secondary level. Nevertheless, among the more experienced teachers, approximately 32.3 per cent reported not taking a college English course since certification or not taking one for ten years. In his more than nine years of experience, the average secondary teacher of English has completed only 0.4 semester hours in composition and 0.7 hours in language. Teachers who are above the national median for total hours of course work completed consider themselves well prepared in the areas of their study; a logical conclusion suggests (sic) that such course work has contributed to their feeling of competence.¹⁹

In this same national study, six courses of greatest value as

¹⁸Freedom and Discipline in English, Report of the Commission on English College Entrance Examination Board (New York, 1965), p. 9.

¹⁹The Continuing Education of Teachers of English, The National Council of Teachers of English (Illinois, 1964), pp. 5-8.

indicated by the secondary English teachers who responded, were these:

- Practical methods of teaching English, 67.7 per cent
- Intermediate or advanced composition, 61.6 per cent
- Literature for adolescents, 57.1 per cent
- Teaching of reading, 56.0 per cent
- Literary criticism, 49.3 per cent
- Structural or generative grammar, 46.6 per cent.²⁰

The competent teacher, as indicated in Chapter I, should be able to fulfill his professional roles: to help his pupils learn, to make them aware of the culture in which they live, to counsel them, to use appropriately the resources of the school and community, and to fulfill his obligations as a member of a school staff and of a profession. As a teacher responsible for helping students learn the subject matter of English and related skills and acquire other aspects of the cultural heritage, he needs to be well trained in as much of English and general education as may be expected within the limits of four or five years of college. He must be committed to his continuing self-education as a student of his subject and his responsibilities as a teacher.²¹

The National Interest and the Teaching of English, a recent report on the status of the profession emphasizes that:

The singular thing about the study of English is that it is a fusion of many elements. In the hands of poor teachers, it is only a hodgepodge. English embraces grammar, good usage, writing, spelling, diction, vocabulary, logic, reading of every kind from magazine articles to poetry. And it attempts to stimulate creation of new ideas, appreciation of quality, good taste, a philosophical temper, exact and efficient communication, and an understanding of values and ideals. With the many pressures now exerted on the teaching

²⁰ The Continuing Education of Teachers of English, The National Council of Teachers of English (Illinois, 1964), pp. 5-8.

²¹ Alfred H. Grommon, ed., The Education of Teachers of English, The National Council of Teachers of English (New York, 1963), pp. 179-180.

of English, a teacher needs great skill to organize all these elements so that they reinforce one another in the student's intellect and imagination. The good teacher, the teacher well prepared in his subject, sees the unity to be found in English and fuses the many elements into a unified subject.²²

National concern about the deficiencies in English instruction has become almost commonplace. Criticisms are voiced in the press daily. The preparation of teachers of English has become an important issue.

According to The National Interest and the Teachings of English:

Poorly prepared teachers of English have created a serious national problem. Deficiencies in this preparation, dating back many years, have been a major cause of the crisis in English teaching now apparent throughout the country. // The present situation is untenable educationally because school programs in English seem to have lost their central purpose. It is untenable economically because of the tremendous cost of remedial instruction in English throughout our land. It is untenable politically because of the increased importance of communication in our society. It is indefensible culturally because it threatens to produce a break with the great humanistic tradition.²³

Joseph Mersand, past president of the National Council of Teachers of English, recently made a study of the attitudes of more than 1250 representative college presidents, business executives, lawyers, magazine and newspaper editors, educators, judges, and other professional people. Mersand found a deep-seated national awareness that the improvement of the quality of English teaching is of utmost consequence.

Mersand reports:

Although the opinions expressed represent many aspects of our society, both professional and commercial, the respondents showed a rather unusual unanimity in their interest

²²The National Interest and the Teaching of English, The National Council of Teachers of English (Illinois, 1961) p. 26.

²³Ibid., pp.26-27.

in the subject of English instruction and their wish to see it strengthened and improved. Time and time again in the pages of this report quotations have been made from successful people in various walks of life testifying to the paramount importance of our subject. That they came from teachers of English should surprise no one. That these views were also shared by bankers, civil service administrators, judges, etc., is very comforting at a time when other nonhumanistic disciplines have secured so many headlines and such large governmental and foundation funds. To many respondents, English was the most important subject in the curriculum. A few random samplings will indicate the importance of our area. From leaders in business came the following testimonials to the economic importance of a good English training:

1. Teach the economic importance of a good background in English. (Goodyear Tire and Rubber)
2. I know of no more valuable asset in business life than the ability to express one's thoughts with clarity and precision. (Merck)
3. Carry on your efforts to show students why they are limited without proper equipment in English. (Scott Paper)
4. A continual upgrading of the general level of ability to utilize English would serve the best interests of the nation. (Westinghouse)
5. In the business world, English, in the sense of communication, is the way management gets its job done. There is little risk of oversimplification in saying that good managers are good communicators, poor managers are usually the opposite. (Shell Oil)
6. Teachers of English occupy a more vital position than ever in our educational program. (U. S. Steel)²⁴

According to Mersand, the finest courses of study, the most up-to-date school plants, the most expensive books and machines may not necessarily produce the best prepared students in English. The adequately

²⁴Joseph Mersand, Attitudes Toward English Teaching (New York, 1961), pp. 290-293.

prepared and devoted teacher is still the central element in the English program. Occupying a crucial role in the education of the child and youth, the English teacher must have a deep understanding of how children learn, how language skills are best taught, as well as a rich background in literature, both American and British, of the past and present. Not only must he know the facts about these literatures--and those of other countries as well--but he must be able to inspire his students to develop the same love for literature that he possesses. This is no easy task, and cannot be accomplished by the home economics teacher who needs an extra class to fill out her program, or by the health education teacher hired mainly for his prowess as a basketball coach, but who is also given a program in English. Even for the adequately prepared teacher of English to develop the attitudes and skills and to impart content is a tremendous undertaking.²⁵

Importance of Certification

According to LaBue, "From our colonial period to the present, some form of licensure has applied to teachers in America." Present certification of teachers is intended to help communities provide the best education possible for their children. Bowers states that certification of teachers attempts to do the following:

1. To protect the school children from incompetent teachers.
2. To protect the taxpayers from a waste of public funds spent for incompetent teaching service.

²⁵ Joseph Mersand, Attitudes Toward English Teaching (New York, 1961), pp. 290-293.

²⁶ Anthony C. LaBue, "Teacher Certification in the United States: A Brief History," The Education of Teachers, p. 156.

3. To protect qualified teachers from the competition of those not qualified.
4. To raise the standards of training requirements for beginning teachers.
5. To improve teachers in service.²⁷

As expressed by LaBue, "Certification regulations, properly formulated and applied, enhance the quality of American education and contribute to the building of a universally recognized teaching profession."²⁸

The authority for establishing minimum requirements for teachers' certificated is reported by Stinnett as being almost completely vested by legislative authority in the respective state departments or state boards of education.²⁹ Although the legal authority for establishing any enforcing requirements rests with the state, the responsibility for striving to improve standards and procedures for certification should be shared by the state and its approved teacher education institutions.

All groups involved in the education, certification, and employment of teachers should attend to the quality of requirements of certification. Emphasis upon this cooperation in The National Commission on Teacher Education and Professional Standards (TEPS) conferences on teacher education, to which the representatives of the learned societies and of the academic departments in the colleges and universities contributed significantly, demonstrated the importance and feasibility of state departments and boards of education enlisting help from such sources. According to

²⁷ Harold J. Bowers, as quoted by Donald R. Tuttle in a preliminary draft of Certification to Teach English in the Secondary Schools to be published by the National Council of Teachers of English.

²⁸ Anthony C. LaBue, "Teacher Certification in the United States: A Brief History," The Education of Teachers, p. 156.

²⁹ T. M. Stinnett, "Certification Requirements and Procedures among the States in 1960," Journal of Teacher Education, XI: (June, 1960), pp. 173-184.

Grommon who edited The Education of Teachers of English, 1963, prepared by The Commission on the English Curriculum, national and state organizations of teachers of English should keep working to establish for secondary school teachers at least the minimum requirements approximating the recommendations growing out of the TEPS conferences: 40 per cent of the units for general education, 40 per cent for subjects to be taught, and 20 per cent for professional education.

As necessary as certification requirements are, they can usually be expressed only in terms of quantified minimums. The details of the kinds of English courses comprising the legal minimum are often left to the educational institutions. Because conditions are so varied among institutions, a state agency probably cannot specify details satisfactory to all. Even more complicated is any attempt to describe the "ideal" teacher of secondary school English.³⁰

Because all students study English, the rise in school population during the past fifty years has inevitably affected the teaching of English more directly than the teaching of any other subject. Two of the three R's are included in the area of English. Yet the teaching of English in this country is far less effective than it should be. Too many students are struggling to learn English under gravely inferior conditions--in crowded classrooms with inadequate books; from teachers ill-prepared and insufficiently helped; in schools unable to attract and to retain teachers with the vision and experience to develop strong English programs; sometimes with skills, especially in reading and writing,

³⁰ Alfred H. Grommon, ed., The Education of Teachers of English, by The Commission on English Curriculum (New York, 1963), p. 179.

that have been insufficiently developed at earlier educational levels.³¹

The pattern of courses cannot alone guarantee the proficiency of the teacher; states and teacher training institutions need reasonable flexibility in planning programs. On a national scale state requirements to teach English in a secondary school range from 25 semester hours of college credits to 104, median 40, in general education; range from 12 to 27, median 18, in professional teacher education; range from 12 to 30, median 18, in the area of English as a full load; range from 0 to 30, median 16 in the area for teaching English as a part load. The requirements for a part load are reported because many states distinguish between those who teach part time (one or two classes of English) and those who are assigned English as their major load. The great variation in all requirements reflects the present confusion on the part of state educational authorities concerning the education needed by prospective teachers of English and underscores the importance of national and regional efforts to assist in defining essential requirements.³²

Present state certification regulations do not ensure that teachers certified to teach English are similarly prepared. Most states' regulations establish only general requirements and encourage each teacher education institution to develop its own curriculum for education prospective teachers of English.

Teacher Certification in Oklahoma

According to Oliver Hodge, Oklahoma State Superintendent of Public

³¹The National Interest and the Teaching of English, p. 15.

³²Ibid., pp. 46-47.

Instruction, the degree of competence of a teacher depends to a large extent upon the quality of the training which that teacher has received. Provisions of law make it mandatory that teachers be certified, that standards be adopted by the State Board of Education for the qualifications of teachers, and that rules and regulations be formulated for their certification in the interest of the public. Inherent in the fulfillment of this obligation is the service to society of providing a good educational opportunity to its members as a means for its advancement.³³

The State of Oklahoma Department of Education publishes a Teacher Education, Certification, and Assignment Handbook. The most recently published handbook, October, 1961, states the following requirements for a Standard Secondary School Certificate in the Language Arts field: General Education. Fifty semester hours in general are required, distributed so that some work is completed in at least six of the following areas:

1. English (oral English, written English, and literature).
2. Fine arts.
3. Foreign language.
4. Health and physical education.
5. Humanities.
6. Mathematics.
7. Practical Arts.
8. Psychology.
9. Science.
10. Social studies. (American history and government and Oklahoma history are required. The Oklahoma history requirement may be waived if the student had it in high school, Grades 9-12, or if he has made a passing grade on the examination given by the State Board of Education.)

³³Oliver Hodge, Teacher Education, Certification, and Assignment Handbook (Oklahoma City, Oklahoma, 1961), pp. ii-iii.

College credit used to satisfy the requirements in general education, in an amount not to exceed ten semester hours, may also be counted in meeting requirements in the field of specialization.

Professional Education. Twenty-one semester hours in professional education, including at least nine semester hours in student teaching, methods, and materials, are required. If methods, materials, and student teaching are not combined into an integrated course, a minimum of six semester hours in directed observation, participation, and student teaching, in the area of specialization or divided between the area of specialization and a second teaching field, with at least four semester hours on the secondary-school level is required.

Specialized Education. Language Arts (English) requires a minimum of 32 semester hours. Twenty-four semester hours shall be in written English, oral English, and literature; and eight semester hours shall be from one or more of the following related fields: dramatics, journalism, library science, or speech.³⁴

Sixteen institutions of higher education in Oklahoma are approved by the State Board of Education to offer teacher-education programs. All of these institutions of higher education have been accepted as members of the North Central Association of Colleges and Universities; ten of them are accredited by the National Council for Accreditation of Teacher Education, and two others have applications pending.³⁵

The colleges and universities having approved programs annually file a report on the status of teacher education. An evaluation of the teacher-certificate programs at each institution is done at least every five years. These evaluations are carried out by the Oklahoma Commission on Teacher Education and Certification under authority vested in it by the State Board of Education.³⁶

Teaching certificates are issued by the State Board of Education upon formal request by regular application provided the applicant has satisfied all general requirements of eligibility and has met academic standards applicable to the certificate sought.³⁷

³⁴Oklahoma State Board of Education, Teacher Education, Certification, Assignment Book (Oklahoma City, 1961), pp. 10-12.

³⁵Ibid., p. 1.

³⁶Ibid., p. 1.

³⁷Ibid., p. 1.

These Oklahoma state requirements are comparable to the requirements recommended by recent authoritative literature.

There are sixteen institutions of higher education in Oklahoma. Of the sixteen, eleven are tax supported (public institutions), and five are privately owned (private institutions). Although each of the sixteen approved teacher certifying institutions in Oklahoma meet state minimum requirements for teacher certification, their programs for the preparation of teachers certified to teach English in secondary schools of Oklahoma show many differences. The programs of the sixteen institutions are presented in Charts I, II, and III.

The requirement of the State of Oklahoma Department of Education for fifty semester hours of general education is met by each of the sixteen institutions of higher education approved for teacher education. Three of the institutions exceed the required total with additional requirements of from three to seven hours. A study of Chart I shows the differences and similarities in the courses which the sixteen institutions require for general education.

The following shows the number of institutions requiring certain courses in general education in the areas required by the State Board of Education:

Specified areas	Number of institutions requiring course
English	16
Health & Physical Education	16
Social Studies	16
Science	15
Humanities	13
Mathematics	8
Psychology	6
Fine Arts	5
Orientation	4

Foreign Language	4
Religion	4
Practical Arts	3
Oklahoma History	Required by all institutions if not taken in high school or by passing a state test
Electives	10

Electives offered in general education indicate general area from which courses must be chosen. Major fields of study often determine this selection.

Three institutions of higher education state that a maximum of ten hours of appropriate work in general education may apply also on requirements in specialized education. One institution permits a transfer from general education to specialized education of 2 hours in speech, journalism, dramatics, or library science. One institution shows an overlap of 6 hours English composition; the same courses are required in both general education and specialized education. One institution states that at least fifty semester hours in general education courses must be from at least six of the following fields: English, Social Studies, Health and Physical Education, Science, Mathematics, Psychology, Foreign Language, Fine Arts, Practical Arts, and Humanities. The only stipulation concerns social studies; six semester hours are required in American history and government and two semester hours are required in Oklahoma history taken in the institution, in high school, or by passing the state examination.

The requirement of the State of Oklahoma Department of Education for twenty-one semester hours of professional education is met by each of the sixteen institutions of higher education approved for teacher education. Six of the institutions exceed the required number with additional requirements of from one to six hours. A study of Chart II

CHART I

COURSE REQUIREMENTS IN GENERAL EDUCATION LEADING TO A STANDARD CERTIFICATE
TO TEACH LANGUAGE ARTS IN OKLAHOMA

Areas of Study	Number of Hours Required																		
	State of Oklahoma	Oklahoma State University	The University Of Oklahoma	Central State College	East Central State College	Northwestern State College	Southeastern State College	Northeastern State College	Southwestern State College	Panhandle A & M College	Oklahoma College for Women	Langston University	The University of Tulsa	Oklahoma City University	Oklahoma Baptist University	Bethany Nazarene College	Phillips University		
English	50	50	52	50	50	50	50	50	50	50	50	53	54	50	50	50	50		
Written English	Some work is required in at least six of the listed major areas	5	6	6	Elect from six areas	6	6		6	6	6	7	6	3	6	6	6		
Oral English		2	3	3		3	3		2	3		3	2	3			2	2	
Literature																6	3		
Fine Arts				3				4	5	6			4					2	
Orientation						2			1	1		1							
Foreign Language												6	11	12			6		
Health & Physical Education			4	4		6		6	6	6	4	4	6	4	4	2	4	2	6
Humanities			4	9		6		8	6	6	9	6		6	12		3	6	6
Religion														6	6		6	9	6
Mathematics			3	3				3			3	3	3	5		2	3		
Practical Arts			3	3									4						
Psychology			3								3			3	3	3		3	3
Science			8	6		8		8	8	8	4	8	4	5	12	8	8	8	10
Social Studies		12		15						12		9	12	8	9	3	6	6	4
American History		3	3	3		3	3	6	3	3	3	3	3	3	3	3	3	3	3
United States Government		3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3
Oklahoma History	2	2	3	3	2	2	2	2	3	3	3	2	3	2	2	3	2		
Electives		12		10		3	12	8	13	4				18	2	3	3		

CHART II

COURSE REQUIREMENTS IN PROFESSIONAL EDUCATION LEADING TO A STANDARD CERTIFICATE
TO TEACH LANGUAGE ARTS IN OKLAHOMA

Areas of Study	Number of Hours Required																
	Oklahoma State of Oklahoma	University of Oklahoma	The University of Oklahoma	Central State College	East Central State College	Northwestern State College	Southeastern State College	Northeastern State College	Southwestern State College	Panhandle A&M College	Oklahoma College for Women	Langston University	The University of Tulsa	Oklahoma City University	Oklahoma Baptist University	Bethany Nazarene College	Phillips University
	21	21	24	21	21	21	21	27	25	21	21	22	22	21	21	21	23
Student Teaching	9	9	8	8	6	6	8	12	8	6	6	8	6	9	7	6	9
Methods*	3								3	2		2				3	
Materials*	3																
Tests and Measurements				3	2	2			3	2		2	3				2
Introduction to Teaching					3	2	2		3		2	3			2	2	3
Psychology (adolescent)		3	3	3	3	3	3	5	3	3	3	3	2	3	2	3	3
Philosophy of Education		3	3					4				2			3		
Educational Psychology		3	2	2	2	2	2	4	3	2	3	2	3	3	3	2	
School in American Society		3	4		3					3			3	3			
Curriculum in Secondary School			4	3	2	2							3				3
Teaching English in High School				2		2	3	2	2		3		2		2	2	3
Electives						2	3			3	4			3	2	3	

*Either 3 hours of methods or 3 hours of materials or a combination course

shows the differences and similarities in courses which the sixteen institutions require for professional education.

The following shows the number of institutions requiring certain courses in professional education:

Course	Number of institutions requiring courses
Student Teaching	16
Adolescent Psychology	16
Educational Psychology	15
Teaching English in High School	10
Introduction to Teaching	9
Tests and Measurements	7
School in American Society	6
Curriculum in Secondary Schools	6
Philosophy of Education	5
Electives in Education	5

The State of Oklahoma Department of Education requires 32 semester hours in the Language Arts (English) field. All sixteen institutions meet this minimum requirement. A study of Chart III shows the differences and similarities in courses which the sixteen institutions require for a standard certificate in the Language Arts field.

The following shows the number of institutions requiring certain courses in Language Arts area:

Course	Number of institutions requiring courses
Literature (American)	16
Related Areas (dramatics, journalism, library science, speech)	16
Literature (English)	15
Shakespeare	11
Written English	8
History, Structure and Development of the English Language	8
Advanced Grammar	6
Electives in English area	5
Oral English	4
English Usage	4
Teaching of English	4
Literature Electives	4
Literary Criticism	3

CHART III

COURSE REQUIREMENTS IN SPECIALIZED EDUCATION LEADING TO A
STANDARD CERTIFICATE TO TEACH LANGUAGE ARTS IN OKLAHOMA

Areas of Study	Number of Hours Required																
	State of Oklahoma	Oklahoma State University	Oklahoma State University of Oklahoma	Central State College	East Central State College	Northwestern State College	Southeastern State College	Northeastern State College	Southwestern State College	College Panhandle A&M	Oklahoma College for Women	Langston University	The University of Tulsa	Oklahoma City University	Oklahoma Baptist University	Bethany Nazarene College	Phillips University
	32	35	32	32	33	32	34	33	36	35	35	32	35	32	32	34	32
Written English			2		5	6	6	6		6*	3		4	6			2
Oral English				3						3*				6		3	
Literature (American)		6	6	6	6	6	6	6	8	6	6	6	6	6	6	6	6
Literature (English)		6	6	5	6	6	9	6	8	6	6	6	8	6		6	6
Shakespeare		3	3	3		3		3	3		3	3	2		3		3
History, Structure and Development of English Language		3	3	2	3		2						3		3		3
Advanced Grammar		3		2	3						3					3	3
English Usage				3				2	3	3							
Literary Criticism		3						2								3	
Teaching of English			3		2					3		2					
Electives		3				3	3		6	3	6	9**	4		12	5	
Related Areas	8	8	9	8	8	8	8	8	8	5	8	6	8	8	8	8	9
Dramatics				3								3					
Journalism		3		5													3
Library Science												3					3
Speech		5															3

*These courses are counted in General Education

**Literature: Romance, Victorian, World

Fifteen of the institutions require a specific number of hours in the related areas; dramatics, journalism, library science, and speech. One institution stated that 8 hours from one of the related subjects would be required. Of the related areas dramatics was most frequently omitted as being a requirement for a standard certificate in Language Arts in Oklahoma; speech was most frequently required.

Summary

How the teacher feels about himself is an important factor in the establishment of a good emotional climate and positive learning atmosphere. Attitudes of teachers are of major importance because they determine the direction of behavior. Behavior, through attitudes, influences the kinds of responses pupils make to the teacher, and also the kinds of responses the teacher makes to the pupils.

Moreover, the attitude of the teacher should be such that he is able to fulfill capably his various roles. Teachers play many roles which interlock and overlap; some are complementary and some are contradictory. The most obvious role of the teacher is that of initiator, director, and evaluator of learning experiences. The teacher who feels inadequate, superior, or rebellious does not help students create a wholesome emotional climate in which all feel that they belong, accept others, and help each other.

Because all students study English, the importance of the competency of the teacher of English can scarcely be over-emphasized. The competent teacher should be able to help his pupils learn, to make them aware of the culture in which they live, to counsel them, to use appropriately the resources of the school and community, and to fulfill his obligations

as a member of a school staff and of a profession. As a teacher responsible for helping students learn the subject matter of English and related skills and acquire other aspects of the cultural heritage, the teacher of English needs to be well trained. English embraces grammar, good usage, writing, spelling, diction, vocabulary, logic, reading of every kind from magazine articles to poetry. The good teacher, the teacher well prepared in his subject, sees the unity to be found in English and fuses the many elements into a unified subject.

The finest courses of study, the most up-to-date school plants, the most expensive books and machines may not necessarily produce the best prepared students in English. The adequately prepared and devoted teacher is still the central element in the English program.

The certification of teachers is intended to help communities provide the best education possible for their children. Certification of teachers attempts to protect the school children from incompetent teachers; to protect the taxpayers from a waste of public funds spent for incompetent teaching services; to protect qualified teachers from the competition of those not qualified; to raise the standards of teaching requirements for beginning teachers; to improve teachers in service.

The authority for establishing minimum requirements for teachers' certificates is almost completely vested by legislative authority in the respective state departments or state boards of education. Although the legal authority for establishing any enforcing requirements rests with the state, the responsibility for striving to improve standards and procedures for certification should be shared by the state and its approved teacher education institutions. All groups involved in the

education, certification, and employment of teachers should attend to the quality of requirements of certification.

Because all students study English, the rise in school population during the past fifty years has inevitably affected the teaching of English more directly than the teaching of any other subject. Yet the teaching of English in this country is far less effective than it should be. Too many students are struggling to learn English under gravely inferior conditions in crowded classrooms with inadequate books; from teachers ill-prepared and insufficiently helped; in schools unable to attract and to retain teachers with the vision and experience to develop strong English programs; and sometimes with skills that have been insufficiently developed at earlier educational levels.

The pattern of courses cannot alone guarantee the proficiency of the teacher; states and teacher training institutions need reasonable flexibility in planning programs. The great variation in all requirements, on a national scale, reflects the present confusion on the part of state educational authorities concerning the education needed by prospective teachers of English and underscores the importance of national and regional efforts to assist in defining essential requirements.

The laws of Oklahoma make it mandatory that teachers be certified, that standards be adopted by the State Board of Education for the qualification of teachers, and that rules and regulations be formulated for their certification in the interest of the public. The main purpose of teacher certification in Oklahoma is to guarantee that teachers have acceptable, appropriate qualifications. In Oklahoma sixteen colleges and universities are approved by the State Board of Education to carry on teacher-education programs.

The State of Oklahoma Department of Education requires, for a Standard Secondary School Certificate in the Language Arts field, 50 semester hours in general education, 21 semester hours in professional education, and a minimum of 32 semester hours in Language Arts (English). The three charts included in this chapter show the differences and similarities in courses which the sixteen institutions require for a standard certificate in the three areas.

The methodology of the study is described in Chapter III.

CHAPTER III

METHODOLOGY OF THE STUDY

The Techniques of the Study

The Questionnaire Technique

The questionnaire is an instrument that is widely used by educational workers to obtain facts about current conditions and practices, and to make inquiries concerning attitudes and opinions.¹ For the purpose of the present study the questionnaire was chosen as the most practical device with which to obtain the desired data from a large and geographically scattered sampling.

Questionnaires sometimes take the form of a check list, which is a set of categories for the respondent to check.² The check list has been used increasingly to inquire into the opinions and attitudes of a group. The check list is particularly useful when one cannot see personally all of the people from whom he desired responses or where there is no particular reason to see the respondent personally.³ However, the check list form of questionnaire is dependent upon completeness in order to provide a

¹Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York, 1962), p. 252.

²Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 612.

³Ibid., p. 606.

convenient list on which the respondents may check answers. This technique is accepted for obtaining a cross section of fact or attitudes. Good and Scates⁴ state that "opinions and attitudes are facts, in so far as the responses are typical of the individuals, but they are facts of opinion. They represent the leanings of attitudes of a person, whether right or wrong."

The check list used in the current study was designed to ascertain the attitudes of teachers teaching English in approved junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills. The check list was designed to include the many and various phases of knowledge and skills recognized by experts in the discipline as important and necessary to assure the competency of the teacher of English.

The Jury Technique

Questionnaires and related instruments for gathering data, such as the check lists in the present study, need validation in terms of practical use. Criticisms of qualified persons are essential for considered improvements before the final form of the questionnaire is prepared and mailed.⁵ The use of group judgments is a tried and accepted practice. Koos⁶ says that this is a means to be used "to secure opinions, judgments, or expressions of attitudes of respondents from which tentative measures

⁴Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 613.

⁵Ibid., p. 622.

⁶Leonard V. Koos, The Questionnaire Technique (New York, 1928), p. 147.

be derived."

The "jury technique" involves the combined judgments of a number of people and is often used for validation of a questionnaire.

Two juries were used in the present study. First, a jury of experts chosen from outstanding writers in the field of English teaching was asked to criticize and to make suggestions for improvement of the check list. Second, a group of experienced teachers of English teaching English in junior high school was asked to judge the questionnaire critically for clarity of meaning and significance of the items.

The Random Sampling Technique

The survey method of research is directed toward determining prevailing conditions and facts concerning a group of cases chosen for study. The survey method was selected for the current study as the most suitable one for the survey. This approach to problem-solving seeks to answer questions as to the real facts relating to existing conditions.⁷ Population used for the study was selected by use of random sampling.

Van Dalen and Meyer state:

When employing the technique of stratified random sampling, the researcher divides his population into strata by some characteristic and from each of these smaller groups draws at random a predetermined number of units. Since a random sample may by chance have an undue proportion of one type of unit in it, it is sometimes advisable to use stratified random sampling to get a more representative sample.⁸

⁷Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 551.

⁸Deobold, B. Van Dalen and William J. Meyer, Understanding Educational Research (New York, 1962), p. 252.

Chi-Square as a Statistical Method

The chi-square test represents a useful method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis.⁹ In many research situations the experimenter is interested in the frequency or proportion of people in a population who fall into certain defined categories. The experimenter might be interested in the attitudes of people, classified according to level of education, on some issue in which their responses could be categorized. This situation is amenable to analysis by means of the chi-square (X^2) technique.¹⁰ The present study is concerned with ascertaining the attitudes of teachers teaching English in approved junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills. The problem is amenable to analysis by means of the chi-square technique.

Development of the Data Gathering Instrument

The Preliminary Instrument

An instrument, based on the literature discussed in Chapter II, was designed and prepared to secure data for the study. The instrument included two sections; (1) a Teacher Self-Assessment composed of 7 items and (2) a personal Data Sheet. (Appendix A.) The purpose of the instrument was to help teachers assess their own feelings (1) of academic competence and

⁹Henry E. Garrett, Statistics in Psychology and Education (New York, 1953), p. 254.

¹⁰Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York, 1962), p. 330.

(2) of confidence with respect to their teaching skills. It was also designed to secure data with respect to the respondents.

The original check lists were sent to a jury of sixteen professional educators who are recognized in the field of English or in the teaching of English. (Appendix B.) In a cover letter, the members of the jury were asked to judge the instrument in terms of its clarity and adequacy. In addition, members of the jury were asked to make criticisms of the instrument and to give suggestions for its improvement. (Appendix C.)

Responses of the Jury of Experts

The Teacher Self-Assessment Section

Twelve of the jurors responded; three approved the instrument with no critical comments; five jurors approved with specific recommendations for change or modification; one juror disapproved completely. Three jurors disqualified themselves for varying reasons such as:

"I am up to my ears in helping get the new institute program started here and cannot give it (the questionnaire) careful attention."

"When I returned from a sabbatical year, I found a great backlog of materials and mail to be read. The upshot of this is that I have not been able to carry out the evaluation of the statement that you sent me."

"This is not, I think an area of any recognized competence on my part -- at least, to the point of justifying me as a juror."

Several suggestions for change were made by the jury of experts.

(Appendix D)

The jury of experts made eight recommendations with respect to item 1 on the check list. This item was concerned with the teachers' feelings of competency with respect to their own academic background. Several of the

recommendations were made by more than one juror; most were directed toward clarification of wording. Item I was revised as shown in Appendix E. Starred items are the ones in which changes were made.

The jury of experts made nine recommendations with respect to item 2 on the check list. This item was concerned with the feelings of confidence of the teachers with respect to their ability to teach in certain areas of the English field. In response to the suggestion, subheads in item 2 were rearranged and certain changes in wording were made as shown in Appendix E. Starred items are the ones in which changes were made.

The jury of experts made three recommendations with respect to item 3 on the check list. This item was concerned with the feelings of confidence of the teachers with respect to their competency in the use of certain practices, materials, or devices. In response to the suggestions, subheads in item 3 were rearranged, certain changes in wording were made, and a subhead was added to item 3. Starred items are the ones in which changes were made. (Appendix E.)

No criticisms or suggestions for change were given by the jurors for item 4, dealing with adequate knowledge of materials and sources which can be used to make classes more interesting and informative; none were given for item 5, concerning the organizing and controlling of a classroom; and none for item 6, dealing with the direction of extra curricular activities. These items were unchanged, therefore, in the revised check list. (Appendix E.)

One suggestion was made for the improvement of item 7, dealing with the ability to handle different types of classes. This suggestion was for the inclusion of an additional sub-heading. The suggestion was incorporated in the revised check list. (Appendix E.)

The Personal Data Section

Most of the criticisms with respect to the personal data sheets were concerned with wording; a few dealt with placement of items; and three were concerned with additions to the blank.

Changes were made in items 1, 2, 3, 4, 9, 11, 12, 13, 14, 15, 16, and 17 as a result of the jury criticisms and suggestions. No changes were suggested by the jury for items 5, 6, 7, 8, 10, 18, 19, 20, 21, 22, 23, or 24. The writer, however, made several changes in the format of some of these items. Changed items are starred in Appendix E.

The Trial Run Instrument

The revised instrument was submitted to ten teachers of English teaching currently in two approved junior high schools of Oklahoma. (Appendix F.) One purpose of the trial run was for further clarification and improvement of the instrument. Another purpose of the trial run was to determine the approximate time required for checking the questionnaire. The responses of these teachers were not included in the data of the study.

Responses of the Teacher Jury

Nine suggestions made by the ten teachers used in the trial run related to clarification of wording; two related to placement of items; and two related to spacing of items.

Details of the suggestions made by the ten teachers used in the trial run are found in Appendix G. These revisions were all made and the instrument, thus revised, became the check list used to gather data for

the study. This check list was printed in booklet form. (Appendix H.)

Selection of the Sample for the Study

A list of the approved junior high schools of Oklahoma for the year 1964-65 was obtained from the Oklahoma State Department of Education. The list included 305 schools. A letter was sent to the principal of each of the 305 schools to ascertain the number of teachers in that school currently teaching two or more classes of English. (Appendix I.) The responses from the principals, totaling 274, showed that 790 teachers could be used as respondents to the study. (Appendix J.)

In order to select representative units, geographical divisions of Oklahoma were made. Chart 1 shows complete data concerning the geographical divisions, and the total number of schools and eligible respondents in the divisions.

Chart 1

<u>Respondents Eligible</u>				
<u>Number of</u>	<u>Eastern Section</u>	<u>Central Section</u>	<u>Western Section</u>	<u>Total</u>
schools	109	106	59	274
teachers (eligible)	308 (39%)	333 (42%)	149 (19%)	790

First Selection of the Respondents

The decision was made to use 400 teachers as a representative sample of the total 790 teachers eligible as respondents to the study. Chart 2 shows data concerning respondents chosen.

Chart 2

<u>Respondents Chosen</u>				
<u>Number of</u>	<u>Eastern Section</u>	<u>Central Section</u>	<u>Western Section</u>	<u>Total</u>
schools	54	53	30	137
teachers (eligible)	156 (39%)	168 (42%)	76 (19%)	400

The check lists were sent to the 400 teachers in the 137 junior high schools with a cover letter (Appendix K) to each principal requesting permission to use certain teachers in his school as respondents for the study. The returns of the check lists were not as numerous as deemed necessary to secure adequate data for the study, as additional respondents had to be chosen.

Selection of Additional Respondents

Chart 3 shows data concerning persons chosen as additional respondents for sampling.

Chart 3

<u>Respondents for Second Sampling</u>				
<u>Number of</u>	<u>Eastern Section</u>	<u>Central Section</u>	<u>Western Section</u>	<u>Total</u>
schools	15	11	9	35
teachers (eligible)	43 (39%)	46 (42%)	21 (19%)	110

The final totals were 510 check lists to teachers in 172 schools.

The Sample Used in the Study

The final total of the returned check lists revealed that 282 respondents had participated in the study, representing 55 per cent return

on the instrument. Eight returned check lists were rejected because the respondent had failed to include the requested number of hours of course work. Four respondents returned check lists too late to be included in the study. Check lists from 270 respondents were accepted for analysis.

Summary

A tentative check list of items important to the teaching of English was developed from pertinent literature. These items concerned areas about which the respondents were presumed to have knowledge and skill important to classroom teaching. The check list was to be used as the data gathering instrument of the study.

A jury of recognized writers in the field of English and a jury of experienced teachers of English in approved junior high schools of Oklahoma were asked to pre-test the check list. The tentative check list was revised in accordance with recommendations and criticisms made by the jury of writers and by the jury of experienced teachers. The check list was then printed in booklet form for distribution to the selected respondents.

Then from a total of 790 teachers eligible to be respondents to the study, 400 teachers were originally selected by means of the stratified random technique. The respondents represented 137 approved junior high schools of Oklahoma. Within three weeks 110 additional check lists were sent to other teachers eligible for the study. These represented 35 junior high schools. The final number of check lists mailed to teachers totaled 510 representing 172 approved junior high schools.

Two hundred eighty-two returns were received from the respondents. Twelve returns were rejected, leaving a total of 270 returns accepted for analysis. The findings from these returns are discussed in Chapter IV.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

When completed questionnaires had been received from 282 respondents, as described in Chapter III, the returns were examined. Twelve of the returned check lists were discarded or rejected because of incompleteness or late return. The remaining 270 check lists were then processed by the computing center at Oklahoma State University. Processing included both tabulation of responses and statistical treatment of the data by the Chi-Square technique. The treated data are presented in Tables I through XXIV. Each table is presented and interpreted in Chapter IV.

The Data of the Study

Table I

Data in Table I are related to the type of institution in which the respondent did his undergraduate work. A study of the data given in the table reveals that no significant differences exist among the respondents with respect to their feelings of academic competence.

There are four significant differences, as shown by the starred items, among the respondents with respect to their feelings of confidence in their own teaching ability. In three instances, as shown by the symbol "#", the respondents who had their training at state colleges show the highest

TABLE I.
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TYPE OF INSTITUTIONS
OF UNDERGRADUATE PREPARATION

ITEMS OF RESPONSE	Type of Institution						Chi-Square
	University		Liberal Arts		State		
	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:							
OWN ACADEMIC COMPETENCE							
Literature	14	79	2	27	33	114	4.88651
Drama	41	52	9	20	59	87	1.56962
Essay	45	48	10	20	61	86	2.38081
History, English Language	37	55	11	18	67	80	.99295
Formal Grammar	12	79	4	26	17	130	.16952
Linguistic Grammar	61	32	15	15	83	63	2.95514
Journalism	63	30	19	10	89	58	1.32755
Library Science	47	45	19	11	80	65	1.39998
Speech Arts	30	63	7	23	48	99	1.04291
Basic Reading Skills	26	67	10	20	29	118	3.69336
Study Reading Skills	19	74	5	25	32	115	.40285
Literary Reading Skills	11	82	6	24	27	120	2.12518
Mechanics and Usage	7	86	0	30	8	139	2.45711
Oral Communication	66	87	4	26	9	138	2.05467
Written Communication	4	89	4	26	15	131	3.58005
Formal Composition	15	78	5	24	36	111	2.66778
Creative Writing	27	66	8	22	52	95	1.52598
Critical Thinking	19	74	4	26	34	113	1.47508
Listening	8	82	1	29	21	125	3.81296
Discussion Group Technique	20	73	9	21	36	109	.94757
OWN TEACHING ABILITY							
Literature	16	77	3	27	23	123	.89828
Drama	37	56	8	21	53	93	1.42799
Essay	40	53	8	22	62	85	2.78544
History, English Language	29	64	12	17	70	77	6.34938* ##
Formal Grammar	10	83	3	27	16	131	.02034
Linguistic Grammar	58	35	15	14	70	77	5.00161
Journalism	67	26	20	9	93	54	2.04416
Library Science	55	37	18	11	80	67	.99295
Speech Arts	35	58	13	16	50	96	1.23771
Basic Reading Skills	24	69	11	18	31	116	3.83499
Study Reading Skills	23	70	7	22	27	119	1.48009
Literary Reading Skills	12	81	5	25	20	127	.27430
Mechanics and Usage	6	87	2	27	8	139	.15603
Oral Communication	10	83	4	26	12	134	.93792
Written Communication	5	88	5	25	19	128	4.62202
Formal Composition	14	79	8	21	32	114	2.79150
Creative Writing	31	62	7	23	52	95	1.62551
Critical Thinking	30	63	6	23	50	97	1.93249
Listening	9	84	2	27	28	119	5.54974
Discussion Group Technique	24	69	8	22	39	108	.01780
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	29	63	9	20	49	97	.14248
Team Teaching	46	46	18	11	77	69	1.28938
Teaching Machines	61	32	22	7	86	60	3.37868
Radio and Television	49	44	17	11	79	65	.56215
Other Programmed Learning	44	48	15	14	67	78	.30688
Newspapers	25	67	13	16	33	114	6.26233* #
Trips and Excursions	23	69	12	15	48	98	4.03484
Parent Conferences	13	80	6	23	27	120	1.06937
Evaluation	12	80	6	24	15	132	2.29963
Standardized Testing	17	76	6	24	21	125	.95786
Informal Testing	11	82	2	28	15	132	.65967
Interpreting Data in Files	19	74	7	22	30	117	.21737
Group Reports	21	72	6	23	36	111	.25237
Socio Dramas; Role Playing	36	56	15	15	65	81	1.28868
Book Reviews	16	76	8	22	24	118	1.64699
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	3	90	1	29	6	141	.12996
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	26	67	12	18	28	118	6.72610* #
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	10	83	4	25	11	132	1.34195
Homogeneous Classes	3	87	2	28	7	131	.68246
A. Fast Group	6	85	2	28	9	135	.01451
B. Slow Group	20	71	12	18	35	110	4.07533
C. Average Group	6	87	1	29	4	143	2.07583
Ungraded Classes	28	60	16	12	44	96	7.22793* #

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences

.05 level

#State College

##University

degree of confidence; in only one situation, as indicated by ##, the respondents who attended universities show the greatest confidence.

When significant differences exist, the respondents who attended state colleges for their undergraduate work tend to feel more confident.

Table II

Data in Table II are related to the type of support for the institution in which the respondents did their undergraduate work. A study of the data presented in the table reveals two significant differences among the respondents with respect to their feeling of academic competence, as indicated by the starred items. There are four significant differences among the respondents with respect to their confidence in their own teaching ability, as indicated by the starred items.

With respect to four of the six items, when significant differences are indicated, respondents who had attended privately supported institutions are most confident as indicated by #; in only two instances are the attendants at publically supported institutions more confident, as indicated by ##.

When significant differences exist, those respondents who attended privately supported colleges seem to feel more confident.

Table III

Data in Table III are related to the type of institution in which the respondent did graduate work. A study of the data presented in the table reveals that there is only one significant difference with respect to the respondent's feelings of confidence in their own teaching competency. Four significant differences are shown with respect to the respondents' feelings of confidence in their own teaching competency. Significant

TABLE II
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF STATE OR PRIVATE SUPPORT
 OF INSTITUTIONS OF UNDERGRADUATE PREPARATION

ITEMS OF RESPONSE	Source of Support				Chi-Square
	Public		Private		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	4	34	45	186	1.75623
Drama	16	22	93	137	.03771
Essay	20	18	96	136	1.68708
History, English Language	19	19	96	134	.90846
Formal Grammar	6	32	27	203	.49550
Linguistic Grammar	21	17	138	93	.27061
Journalism	29	9	142	89	3.10472
Library Science	26	11	120	110	4.21196* ##
Speech Arts	12	26	73	159	.00019
Basic Reading Skills	15	23	50	182	5.73771* #
Study Reading Skills	9	29	47	185	.23307
Literary Reading Skills	7	31	37	195	.14636
Mechanics and Usage	3	35	12	220	.46119
Oral Communication	5	33	14	218	2.53270
Written Communication	5	33	18	213	1.20153
Formal Communication	8	30	48	183	.00147
Creative Writing	14	24	73	159	.43219
Critical Thinking	7	31	50	182	.19215
Listening	5	33	25	203	.15654
Discussion Group Technique	13	25	52	178	2.38940
OWN TEACHING ABILITY					
Literature	4	34	38	193	.86913
Drama	13	25	85	145	.10601
Essay	15	23	95	137	.02940
History, English Language	16	22	95	136	.01292
Formal Grammar	4	34	25	207	.00212
Linguistic Grammar	20	18	123	108	.00495
Journalism	26	12	154	77	.04536
Library Science	30	8	123	107	8.63543** ##
Speech Arts	17	21	81	149	1.27407
Basic Reading Skills	15	23	51	180	5.33328* #
Study Reading Skills	10	28	47	183	.67358
Literary Reading Skills	5	33	32	200	.01114
Mechanics and Usage	3	35	13	218	.29979
Oral Communication	5	33	21	210	.61817
Written Communication	8	30	21	211	4.90510* #
Formal Composition	11	27	43	187	2.13025
Creative Writing	13	25	77	155	.01531
Critical Thinking	9	29	77	154	1.39692
Listening	4	34	35	196	.56313
Discussion Group Technique	12	26	59	173	.63676
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	13	25	74	155	.05334
Team Teaching	23	15	118	111	1.05882
Teaching Machines	29	9	140	90	3.34017
Radio and Television	20	17	125	103	.00762
Other Programmed Learning	16	21	110	119	.29335
Newspapers	14	23	57	174	2.83727
Trips and Excursions	13	24	70	158	.29087
Parent Conferences	6	32	40	191	.05364
Evaluation	8	30	25	206	3.17309
Standardized Testing	6	32	38	193	.01041
Informal Testing	2	36	26	206	1.24102
Interpreting Data in Files	7	31	49	182	.15421
Group Reports	8	30	55	176	.13828
Socio Dramas; Role Playing	16	22	100	130	.02504
Book Reviews	8	30	40	186	.24592
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	38	10	222	1.70092
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	12	26	54	177	1.18571
ABILITY TO HANDLE CLASSES	4	34	21	206	.06195
Heterogeneous Classes	2	35	10	211	.05540
Homogeneous Classes	2	36	15	212	.09805
A. Fast Group	15	23	52	176	4.80141* #
B. Slow Group	1	37	10	222	.23546
C. Average Group	16	21	72	147	1.50785

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.

*Significant Differences .05 level #Private Support

**Significant Differences .01 level ##Public Support

***Significant Differences .001 level

TABLE III
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TYPE OF INSTITUTION
 OF GRADUATE PREPARATION

ITEMS OF RESPONSE	Type of Institution						Chi-Square
	University		Liberal Arts		State		
	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	18	89	1	5	13	67	.01087
Drama	38	68	3	2	30	50	1.19878
Essay	40	67	2	4	32	48	.19830
History, English Language	44	63	2	3	35	44	.20063
Formal Grammar	11	94	1	5	12	68	.94061
Linguistic Grammar	64	43	2	4	44	35	1.76774
Journalism	64	43	4	1	56	24	2.61021
Library Science	53	53	1	4	43	36	2.33707
Speech Arts	26	81	2	4	27	53	2.07764
Basic Reading Skills	24	83	2	4	20	60	.47436
Study Reading Skills	19	88	2	4	20	60	1.97633
Literary Reading Skills	13	94	2	4	13	67	2.38998
Mechanics and Usage	5	102	1	5	2	78	2.98760
Oral Communication	6	101	2	4	2	78	10.88933** #
Written Communication	19	97	1	5	7	72	.40017
Formal Composition	20	87	3	3	18	62	3.45756
Creative Writing	30	77	2	4	28	52	1.05040
Critical Thinking	18	89	1	5	21	59	2.53834
Listening	11	96	2	4	8	71	3.19015
Discussion Group Technique	24	83	3	3	20	59	2.38688
OWN TEACHING ABILITY							
Literature	16	91	0	6	12	68	1.05093
Drama	37	70	2	3	27	53	.08596
Essay	39	68	1	5	35	45	2.31087
History, English Language	37	70	1	4	39	41	4.69046
Formal Grammar	14	93	0	6	8	72	1.22780
Linguistic Grammar	62	45	2	3	37	43	2.83779
Journalism	63	44	2	3	61	19	7.61775* #
Library Science	57	49	1	4	42	38	2.18454
Speech Arts	36	71	3	2	29	50	1.51914
Basic Reading Skills	21	86	2	3	20	60	1.67597
Study Reading Skills	16	91	1	4	22	57	4.65092
Literary Reading Skills	10	97	0	6	12	68	2.24570
Mechanics and Usage	3	104	0	5	3	77	.30099
Oral Communication	6	100	1	5	7	73	1.44905
Written Communication	10	97	2	4	8	72	3.53873
Formal Composition	20	86	2	3	13	67	1.82052
Creative Writing	36	71	2	4	23	57	.51591
Critical Thinking	32	75	2	3	26	54	.32625
Listening	12	95	1	4	14	66	1.64600
Discussion Group Technique	26	81	2	4	18	62	.38941
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	27	80	1	4	31	49	4.20633
Team Teaching	55	52	2	3	45	35	.78718
Teaching Machines	71	35	3	2	48	32	.99632
Radio and Television	49	56	3	2	51	29	5.40764
Other Programmed Learning	47	58	3	3	38	42	.17545
Newspapers	24	83	2	3	20	60	.89110
Trips and Excursions	28	77	2	3	24	55	.63324
Parent Conferences	10	97	2	3	21	59	11.06695** ##
Evaluation	13	94	0	6	6	74	1.79116
Standardized Testing	11	96	0	6	17	63	5.49192
Informal Testing	9	98	0	6	8	72	.74199
Interpreting Data in Files	14	93	0	5	22	58	7.42909* ###
Group Reports	22	85	0	5	23	57	3.28231
Socio Dramas; Role Playing	44	62	1	5	40	40	3.24504
Book Reviews	16	89	1	5	17	60	1.41127
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	15	92	1	5	13	67	.19155
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	2	105	0	6	3	77	.80638
ABILITY TO HANDLE CLASSES	25	82	0	6	20	59	1.99248
Heterogeneous Classes	5	101	1	4	10	67	4.78849
Homogeneous Classes	0	104	1	5	5	71	9.67616** ##
A. Fast Group	4	102	0	6	5	73	1.00034
B. Slow Group	24	82	3	3	21	58	2.40981
C. Average Group	2	105	1	5	2	78	4.93415
Ungraded Classes	29	71	2	3	33	42	4.25269

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level #State College

**Significant Differences .01 level ##University

***Significant Differences .001 level ###Liberal Arts College

differences are indicated in the table by asterisks.

With respect to the five significant differences shown in the table, state college attendants show the greatest confidence with respect to two items, as indicated by the symbol #; university attendants, to two items as indicated by ##; and liberal arts attendants, to one item, as indicated by ###.

State college and university attendants indicate more confidence than do attendants at liberal arts colleges.

Table IV

Data in Table IV are related to the type of support given the graduate institutions which the respondents attended. A study of the data given in the table shows no significant differences with respect to the respondents' feelings of academic competency. Two significant differences are shown with respect to the respondents' feelings of confidence in their teaching ability, as shown by the starred items. In respect to one item, respondents who attended privately supported institutions are more confident (#); in the other, respondents who attended publicly supported institutions are more confident (##).

The type of support of the institution attended at the graduate level seems to have little relationship to the respondents' feelings of competence or confidence.

Table V

Data in Table V are related to the degree or degrees held by the respondents. There were no Doctor of Philosophy degrees and only two Doctor of Education degrees among the 270 respondents; therefore, the doctoral degree were not considered in interpreting the data.

TABLE IV
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF STATE OR PRIVATE SUPPORT
 OF INSTITUTIONS OF GRADUATE PREPARATION

ITEMS OF RESPONSE	Source of Support				Chi-Square
	Public		Private		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	4	15	28	146	.30476
Drama	4	15	67	105	2.34759
Essay	8	11	66	108	.12625
History, English Language	10	9	71	101	.90286
Formal Grammar	3	16	21	151	.19961
Linguistic Grammar	10	9	100	73	.18715
Journalism	9	10	115	58	2.73205
Library Science	6	12	91	81	2.49829
Speech Arts	2	17	53	121	3.34023
Basic Reading Skills	4	15	42	132	.08982
Study Reading Skills	4	15	37	137	.00045
Literary Reading Skills	2	17	26	148	.26935
Mechanics and Usage	1	18	7	167	.06630
Oral Communication	1	13	9	165	.00028
Written Communication	2	17	16	157	.03289
Formal Composition	3	16	38	136	.37470
Creative Writing	5	14	55	119	.22404
Critical Thinking	4	15	36	138	.00137
Listening	2	17	19	154	.00365
Discussion Group Technique	6	13	41	132	.57495
OWN TEACHING ABILITY					
Literature	3	16	25	149	.02791
Drama	5	14	61	112	.60712
Essay	7	12	68	106	.03612
History, English Language	8	11	69	104	.03515
Formal Grammar	1	18	21	153	.78559
Linguistic Grammar	9	10	92	81	.23184
Journalism	8	11	118	55	5.17084* #
Library Science	9	10	91	81	.21041
Speech Arts	5	14	63	109	.79359
Basic Reading Skills	5	14	38	135	.18643
Study Reading Skills	4	15	35	137	.00521
Literary Reading Skills	2	17	20	154	.01589
Mechanics and Usage	1	18	5	168	.31843
Oral Communication	0	19	14	159	1.65850
Written Communication	2	17	13	156	.00060
Formal Composition	3	16	32	140	.09060
Creative Writing	5	14	56	118	.27286
Critical Thinking	4	15	56	117	1.02061
Listening	2	17	25	148	.21818
Discussion Group Technique	5	14	41	133	.07149
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	8	11	51	122	1.28201
Team Teaching	9	10	93	80	.28060
Teaching Machines	15	4	107	65	2.07738
Radio and Television	10	9	93	78	.02120
Other Programmed Learning	9	10	79	93	.01424
Newspapers	4	15	42	131	.09772
Trips and Excursions	9	10	45	125	3.65712
Parent Conferences	1	18	32	141	2.10653
Evaluation	2	17	17	157	.01103
Standardized Testing	1	18	27	147	1.45215
Informal Testing	1	18	16	158	.32974
Interpreting Data in Files	2	17	34	139	.93608
Group Reports	2	17	43	130	1.95890
Socio Dramas; Role Playing	4	15	81	92	4.60750* ##
Book Reviews	2	17	32	137	.81516
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	19	5	169	.56049
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES					
Heterogeneous Classes	2	17	43	130	1.95890
Homogenous Classes	1	18	15	154	.28627
A. Fast Group	0	18	6	162	.66428
B. Slow Group	1	18	8	163	.01295
C. Average Group	6	13	42	130	.46623
Ungraded Classes	0	19	5	169	.56049
	5	12	59	104	.30925

NL - None or Little AO - Adequate or Outstanding

Chi-Squares were calculated at the .05 significance level. The degree of freedom is 1.

*Significant Differences .05 level #Private Support
 **Significant Differences .01 level ##Public Support
 ***Significant Differences .001 level

TABLE V
FREQUENCY DISTRIBUTION OF RESPONSES IN RELATION TO HIGHEST DEGREE HELD

ITEMS OF RESPONSE	Highest Degree Held														Chi-Square
	BA		BS		MA		MS		MT		Ed.D		Ph.D		
	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE															
Literature	21	85	17	62	5	30	4	22	2	19	0	2	0	0	2,77295
Drama	43	64	32	47	8	26	14	11	10	11	2	0	0	0	9,92368
Essay	49	58	39	40	7	28	13	13	8	13	0	2	0	0	11,43857* ##
History, English Language	48	59	37	42	12	23	10	15	7	13	1	1	0	0	2,36390
Formal Grammar	13	94	11	67	3	31	3	23	3	18	0	2	0	0	.98839
Linguistic Grammar	59	48	51	28	24	10	12	14	12	9	1	1	0	0	5,42864
Journalism	61	46	58	21	19	16	16	9	15	6	2	0	0	0	8,30760
Library Science	59	47	43	35	17	17	14	12	11	10	2	0	0	0	2,05768
Speech Arts	33	74	28	51	9	26	7	19	6	15	2	0	0	0	5,82063
Basic Reading Skills	29	78	18	61	5	30	7	19	6	15	0	2	0	0	3,42543
Study Reading Skills	25	82	16	63	4	31	6	20	5	16	0	2	0	0	3,03576
Literary Reading Skills	20	87	14	65	2	33	5	21	3	18	0	2	0	0	4,05667
Mechanics and Usage	7	100	4	75	2	33	2	24	0	21	0	2	0	0	1,81581
Oral Communication	8	99	5	74	0	35	4	22	2	19	0	2	0	0	5,86089
Written Communication	8	99	6	72	3	32	5	21	1	20	0	2	0	0	4,59676
Formal Composition	14	92	26	53	5	30	8	18	2	19	1	1	0	0	15,85976** #
Creative Writing	30	77	33	46	10	25	8	18	6	15	0	2	0	0	5,47475
Critical Thinking	22	85	23	56	4	31	3	23	5	16	0	2	0	0	7,08528
Listening	15	91	9	68	3	32	1	25	2	18	0	2	0	0	2,86557
Discussion Group Technique	27	79	23	55	7	28	4	22	4	17	0	2	0	0	3,65664
OWN TEACHING ABILITY															
Literature	14	93	15	63	5	30	5	21	3	18	0	2	0	0	1,99737
Drama	36	70	28	51	11	24	12	13	9	12	2	0	0	0	5,98790
Essay	49	58	33	46	8	27	12	14	8	13	0	2	0	0	7,55467
History, English Language	43	64	39	40	9	26	10	15	10	11	0	2	0	0	7,45458
Formal Grammar	9	98	10	69	5	30	4	22	1	20	0	2	0	0	2,97594
Linguistic Grammar	53	54	47	32	21	14	12	13	9	12	1	1	0	0	3,66631
Journalism	70	37	59	20	18	17	13	12	18	3	2	0	0	0	12,90619
Library Science	43	44	48	31	16	18	12	13	12	9	2	0	0	0	4,31701
Speech Arts	36	70	32	47	11	24	7	18	10	11	2	0	0	0	6,60326
Basic Reading Skills	31	76	16	63	8	27	5	20	6	15	0	2	0	0	3,08586
Study Reading Skills	26	81	14	64	6	29	5	20	6	15	0	2	0	0	2,68914
Literary Reading Skills	16	91	14	65	1	34	4	22	2	19	0	2	0	0	5,39158
Mechanics and Usage	7	100	7	72	1	34	1	24	0	21	0	2	0	0	3,48747
Oral Communication	9	98	10	69	0	34	4	22	3	18	0	2	0	0	6,34249
Written Communication	10	97	12	67	1	34	3	23	3	18	0	2	0	0	4,65047
Formal Composition	16	91	25	54	6	28	6	19	1	20	0	2	0	0	12,24265* #
Creative Writing	28	79	33	46	15	20	8	18	6	15	0	2	0	0	7,72338
Critical Thinking	29	78	33	46	11	24	6	19	7	14	0	2	0	0	6,34814
Listening	17	90	13	66	2	33	2	23	5	16	0	2	0	0	5,24889
Discussion Group Technique	33	74	24	55	6	29	3	23	5	16	0	2	0	0	7,03532
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES,															
Group Teaching	43	64	20	57	8	27	7	18	8	13	1	1	1	1	6,66026
Team Teaching	59	48	39	38	15	20	17	8	9	12	2	0	0	0	6,70515
Teaching Machines	64	43	51	28	23	11	18	7	11	10	2	0	0	0	3,92478
Radio and Television	58	48	43	35	19	15	14	10	10	11	1	1	0	0	.59559
Other Programmed Learning	48	57	38	40	17	17	13	13	9	12	1	1	1	1	.51586
Newspapers	32	74	18	61	7	28	7	18	6	15	1	1	0	0	2,70229
Trips and Excursions	41	65	21	56	9	25	5	20	7	14	0	2	0	0	6,06774
Parent Conferences	18	89	17	62	4	31	2	23	5	16	0	2	0	0	4,42795
Evaluation	13	93	15	64	3	32	1	25	1	20	0	2	0	0	6,85085
Standardized Testing	22	84	11	68	6	29	2	24	3	18	0	2	0	0	3,73972
Informal Testing	12	95	7	72	5	30	2	24	1	20	1	1	0	0	5,14361
Interpreting Data in Files	24	83	20	59	7	28	1	24	4	17	0	2	0	0	6,00812
Group Reports	32	75	18	61	5	30	3	22	5	16	0	2	0	0	6,58750
Socio Dramas; Role Playing	46	61	34	44	12	22	12	14	10	11	2	0	0	0	3,75951
Book Reviews	17	87	15	64	3	30	4	22	7	13	2	0	0	0	15,04289* ##
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE ABILITY TO ORGANIZE AND CONTROL CLASSROOM ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES ABILITY TO HANDLE CLASSES															
Heterogeneous Classes	6	100	13	64	1	33	1	24	3	18	1	1	0	0	13,73976* ##
Homogeneous Classes	4	99	5	68	1	33	1	24	1	20	0	2	0	0	1,27844
A. Fast Group	9	98	5	70	0	35	3	23	0	20	0	2	0	0	5,76208
B. Slow Group	30	77	18	58	12	23	3	23	4	16	0	2	0	0	5,61925
C. Average Group	4	103	4	75	2	33	1	25	0	21	0	2	0	0	1,44990
Ungraded Classes	36	65	22	54	13	21	9	15	7	13	1	0			.00000
Ungraded Classes	0	1													

NL - None or Little AO - Adequate or Outstanding
 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 5.
 *Significant Differences .05 level ##Master of Teaching Degree
 **Significant Differences .01 level ###Master of Arts Degree
 ***Significant Differences .001 level

There are two significant differences, as shown by the starred items, with respect to the respondents' feelings of academic competency. Four significant differences, as shown by the starred items, exist with respect to the respondents' feelings of teaching confidence.

With respect to the six items which show significant differences, respondents holding the Master of Teaching degree show the highest confidence with respect to three items (#); respondents holding the Master of Arts degree show the highest degree of confidence with respect to three items (##).

Holders of the Master of Teaching and the Master of Arts degree tend to feel more confident than holders of other degrees.

Table VI

Data in Table VI are related to the recency of data for the highest degree held by each respondent. Four significant differences exist with respect to the respondents' feelings of academic competency; four significant differences exist with respect to the respondents' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the eight items which evince significant differences, teachers whose highest degree pre-dates 1950 are more confident with respect to five items (#), teachers whose highest degree post date 1950 are more confident with respect to three items. (##).

Teachers who have held their higher degrees longer indicate more confidence than teachers whose highest degrees are more recent.

TABLE VI
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF DATE OF HIGHEST DEGREE

ITEMS OF RESPONSE	Date of Highest Degree										Chi-Square
	1920-1929		1930-1939		1940-1949		1950-1959		1960-		
	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE											
Literature	3	4	6	25	6	51	13	46	21	94	5.71989
Drama	3	4	14	17	17	40	27	30	48	68	4.13564
Essay	2	5	12	19	19	38	21	38	62	54	9.48954* #
History, English Language	4	3	18	13	17	40	26	32	50	65	7.57138
Formal Grammar	2	5	2	29	5	51	9	50	15	100	3.82375
Linguistic Grammar	6	1	20	11	37	19	30	29	66	50	5.44904
Journalism	3	4	24	7	36	21	31	27	77	39	6.82949
Library Science	6	0	18	12	29	28	29	30	64	51	6.41951
Speech Arts	3	4	13	18	14	43	19	40	36	80	3.28095
Basic Reading Skills	3	4	5	26	12	45	8	51	37	79	10.15842* ##
Study Reading Skills	3	4	5	26	12	45	8	51	28	88	5.15259
Literary Reading Skills	2	5	3	28	6	51	10	49	23	93	4.23896
Mechanics and Usage	2	5	1	30	7	50	2	57	3	113	14.7793** ##
Oral Communication	2	5	0	31	5	52	6	53	6	110	9.07240
Written Communication	2	5	1	29	4	53	9	50	7	109	9.13421
Formal Composition	2	5	6	25	11	46	11	48	26	89	.76826
Creative Writing	3	4	12	19	10	47	23	36	39	77	7.92187
Critical Thinking	2	5	7	24	9	48	13	46	26	90	1.39174
Listening	3	4	1	30	5	51	9	49	12	102	10.40005* #
Discussion Group Technique	3	4	8	23	11	45	14	45	29	86	2.07441
OWN TEACHING ABILITY											
Literature	1	6	5	26	6	50	13	46	17	99	2.96252
Drama	2	5	12	18	12	45	29	29	43	73	10.78471* #
Essay	2	5	10	21	16	41	24	35	58	58	9.26310
History, English Language	4	3	14	17	19	38	26	32	48	68	2.70619
Formal Grammar	0	7	0	31	4	53	13	46	12	104	13.26441* #
Linguistic Grammar	5	2	18	13	32	25	32	26	56	60	2.64665
Journalism	3	4	26	5	38	19	35	23	78	38	6.99384
Library Science	5	2	20	11	30	27	31	27	67	48	2.12619
Speech Arts	5	2	16	15	12	45	21	37	44	71	12.75336* #
Basic Reading Skills	3	4	6	25	13	44	11	47	33	83	3.74143
Study Reading Skills	2	5	7	23	11	46	10	48	27	89	1.27234
Literary Reading Skills	0	7	3	28	6	51	8	51	20	96	3.25181
Mechanics and Usage	0	7	1	30	4	53	2	56	9	107	2.29753
Oral Communication	0	7	1	30	5	52	6	52	14	102	3.07159
Written Communication	1	6	3	28	4	53	8	51	13	103	1.46768
Formal Composition	2	5	5	26	9	48	14	43	24	92	2.00412
Creative Writing	2	5	11	20	19	38	20	39	38	78	.16166
Critical Thinking	2	5	12	19	17	40	20	38	35	81	1.14595
Listening	2	5	5	26	6	51	8	50	18	98	2.03075
Discussion Group Technique	1	6	11	20	10	47	16	43	33	83	4.42184
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES											
Group Teaching	3	4	12	19	19	37	17	41	36	79	1.28062
Team Teaching	3	4	20	11	29	27	32	26	57	58	2.62215
Teaching Machines	5	2	21	10	36	21	36	21	71	45	.67363
Radio and Television	5	2	18	13	28	28	30	26	64	51	1.50232
Other Programmed Learning	3	4	17	14	29	27	26	32	51	63	1.65620
Newspapers	2	5	9	21	12	45	13	45	35	81	2.37332
Trips and Excursions	3	4	12	19	13	41	14	43	41	75	4.62210
Parent Conferences	2	5	4	27	9	48	6	52	25	91	4.59264
Evaluation	1	5	2	29	8	49	3	56	19	97	5.89805
Standardized Testing	1	6	2	29	11	46	6	52	24	92	5.72950
Informal Testing	1	6	3	28	6	51	8	51	10	106	1.16052
Interpreting Data in Files	2	5	10	21	14	43	9	49	21	95	4.70828
Group Reports	1	6	8	23	10	47	17	41	27	89	2.64483
Socio Dramas; Role Playing	3	4	14	17	19	38	27	31	53	62	2.96439
Book Reviews	1	6	7	24	7	49	12	44	21	93	2.09114
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE											
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	6	2	29	1	56	2	57	4	112	3.49893
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	2	5	9	22	8	49	12	46	35	81	6.24846
ABILITY TO HANDLE CLASSES											
Heterogeneous Classes	2	4	5	26	4	51	2	55	12	104	8.39295
Homogeneous Classes	2	4	1	27	4	51	1	57	4	107	13.45115** ##
A. Fast Group	1	6	5	25	4	52	2	56	5	109	7.65549
B. Slow Group	4	3	4	27	17	39	12	46	30	84	7.76980
C. Average Group	1	6	0	31	3	54	2	57	5	111	3.47784
Ungraded Classes	3	4	13	17	14	36	18	38	40	73	2.36740

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 4.

*Significant Differences #Before 1950

**Significant Differences ##After 1950

***Significant Differences .001 level

Table VII

Data shown in Table VII are in terms of the most recent college hours taken by the respondents. No significant differences are shown with respect to feelings of academic competence. Two items related to confidence in teaching competency show significant differences, as indicated by starred items.

Teachers whose latest work pre-dates 1940 show the greatest confidence with respect to one item (#). Teachers whose latest work was taken between 1940 and 1950 show the greatest confidence with respect to the second item (##).

Respondents whose last work was done before 1960 seem to feel more confident than those whose work has been done since 1960.

Table VIII

Data in Table VIII are related to the recency of the respondents' last work in English preparation. Four significant differences appear with respect to the teachers' feelings of academic competence. Nine significant differences exist with respect to the teachers' feelings of teaching competency. These differences are shown in the table by the starred items.

With respect to seven items, teachers whose work was done prior to 1950 are more confident (#); with respect to the other six significant items, teachers whose work has been done since 1950 are more confident (##).

In general, teachers whose work in English was done before 1950 feel more academically competent; teachers whose latest work in English has been done since 1950 feel more confident of their teaching competency.

TABLE VII
FREQUENCY DISTRIBUTION IN TERMS OF DATE OF LAST COLLEGE HOURS

ITEMS OF RESPONSE	Date of Last College Hours								Chi-Square
	1930-1939		1940-1949		1950-1959		1960-		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	1	1	1	7	6	19	41	192	2.37584
Drama	1	1	3	5	10	15	95	137	.80304
Essay	0	2	5	3	7	18	104	130	5.99958
History, English Language	0	2	2	6	8	17	104	128	5.44415
Formal Grammar	0	2	1	7	3	22	29	203	.43128
Linguistic Grammar	1	1	8	0	16	9	133	100	6.93839
Journalism	1	1	6	2	17	8	147	86	2.59031
Library Science	2	0	5	2	13	12	125	107	3.41134
Speech Arts	0	2	3	5	8	17	73	161	3.24165
Basic Reading Skills	0	2	4	4	3	22	58	176	5.95192
Study Reading Skills	0	2	4	4	3	22	49	185	6.11881
Literary Reading Skills	0	2	3	5	1	24	40	194	6.10117
Mechanics and Usage	0	2	1	7	3	22	11	223	3.21637
Oral Communication	0	2	1	7	4	21	14	220	4.05955
Written Communication	0	2	9	7	3	22	20	214	1.31547
Formal Composition	0	2	3	5	3	22	50	183	3.37673
Creative Writing	0	2	3	5	11	14	73	161	3.22887
Critical Thinking	0	2	3	5	5	20	49	185	2.11566
Listening	0	2	2	6	4	21	24	206	2.60727
Discussion Group Technique	0	2	2	6	7	17	56	177	1.28444
OWN TEACHING ABILITY									
Literature	1	1	1	7	6	19	34	199	3.55773
Drama	1	1	2	6	12	13	83	149	2.66492
Essay	0	2	3	5	10	15	97	137	2.15215
History, English Language	0	2	3	5	8	17	99	134	3.90481
Formal Grammar	0	2	0	8	5	20	24	210	3.61656
Linguistic Grammar	1	1	6	2	17	8	118	115	5.22514
Journalism	1	1	7	1	15	10	157	76	4.37509
Library Science	2	0	5	3	12	13	133	99	3.19901
Speech Arts	0	2	3	5	8	17	86	146	3.14063
Basic Reading Skills	0	2	3	5	5	20	58	175	1.99540
Study Reading Skills	0	2	3	4	2	23	52	181	5.54030
Literary Reading Skills	0	2	1	7	2	23	34	200	1.30900
Mechanics and Usage	0	2	1	7	1	24	14	219	.97674
Oral Communication	0	2	1	7	3	22	22	211	.56397
Written Communication	0	2	1	7	2	23	26	208	.61618
Formal Composition	0	2	1	7	4	21	49	183	1.45152
Creative Writing	0	2	3	5	8	17	79	155	1.60173
Critical Thinking	0	2	4	4	9	17	74	159	2.61030
Listening	0	2	1	7	2	23	36	197	1.55658
Discussion Group Technique	0	2	1	7	7	18	63	171	1.94087
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	1	1	5	3	8	17	73	158	4.12415
Team Teaching	2	0	4	4	19	6	116	115	8.94987
Teaching Machines	1	1	5	3	16	9	146	86	.74444
Radio and Television	1	1	3	5	14	10	127	103	2.33328
Other Programmed Learning	1	1	4	4	13	12	108	122	1.15854
Newspapers	0	1	2	6	7	18	62	171	.76077
Trips and Excursions	0	2	3	5	8	17	72	157	1.51703
Parent Conferences	0	2	3	5	4	21	39	194	3.01016
Evaluation	0	2	1	7	3	22	29	204	.42846
Standardized Testing	0	2	2	6	2	23	40	193	2.41149
Informal Testing	0	2	3	5	0	25	25	209	9.59917* #
Interpreting Data in Files	0	2	4	4	4	21	48	185	5.28038
Group Reports	0	2	2	6	3	22	58	175	3.02826
Socio Dramas; Role Playing	1	1	2	6	9	16	103	129	3.09379
Book Reviews	1	1	1	7	2	20	44	187	3.09556
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	1	0	8	0	25	9	225	13.34023** ##
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	1	1	0	8	6	19	59	174	3.70827
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	0	2	1	7	3	21	21	209	.68938
Homogeneous Classes	0	2	2	6	2	21	8	216	9.05306
A. Fast Group	0	2	2	5	3	21	12	219	7.98258
B. Slow Group	0	2	3	5	7	17	57	174	1.88743
C. Average Group	0	2	1	7	0	25	10	224	2.66632
Ungraded Classes	1	1	3	5	11	11	73	150	3.42158

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 4.

*Significant Differences .05 level #Before 1940

**Significant Differences .01 level ##After 1940

***Significant Differences .001 level

TABLE VIII
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF DATE OF LAST COLLEGE
 HOURS IN ENGLISH PREPARATION

ITEMS OF RESPONSE	Date of Last College Hours - English Preparation										Chi-Square
	1920-1929		1930-1939		1940-1949		1950-1959		1960-		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE											
Literature	2	2	3	3	8	8	8	38	28	168	19.62659*** ##
Drama	3	1	5	1	9	7	19	26	72	124	9.40297
Essay	2	2	3	3	9	7	15	31	87	110	3.47705
History, English Language	3	1	4	2	7	9	22	23	79	117	4.26071
Formal Grammar	1	3	0	6	2	14	6	39	24	172	1.47825
Linguistic Grammar	4	0	3	3	13	3	29	17	110	86	7.24295
Journalism	3	1	4	2	13	3	27	18	123	74	2.76043
Library Science	4	0	2	4	11	5	22	24	106	88	6.56172
Speech Arts	4	0	2	4	5	11	15	31	58	139	9.15515
Basic Reading Skills	2	2	0	6	5	11	8	38	50	147	5.11787
Study Reading Skills	2	2	1	5	6	10	7	39	40	157	5.73718
Literary Reading Skills	2	2	1	5	4	12	9	37	28	169	5.19102
Mechanics and Usage	1	3	0	6	6	10	2	44	6	191	36.71734*** #
Oral Communication	2	2	0	6	2	14	4	42	11	186	13.25397* #
Written Communication	1	3	1	5	2	14	4	42	15	181	2.40353
Formal Composition	2	2	1	5	4	12	7	39	42	154	3.20879
Creative Writing	3	1	3	3	5	11	16	20	60	137	4.63524
Critical Thinking	2	2	2	4	7	9	7	39	39	158	8.60576
Listening	2	2	0	6	4	11	5	41	19	175	10.70550* #
Discussion Group Technique	2	2	3	3	4	11	10	36	46	150	3.86865
OWN TEACHING ABILITY											
Literature	1	3	2	4	6	9	9	37	24	173	10.73958* ##
Drama	1	3	3	2	7	9	23	22	63	134	7.67605
Essay	1	3	3	3	8	8	18	28	80	117	1.23859
History, English Language	3	1	4	2	9	7	18	27	77	120	5.36498
Formal Grammar	0	4	0	6	3	13	8	38	18	179	4.90807
Linguistic Grammar	4	0	3	3	11	5	27	18	98	99	6.87714
Journalism	3	1	4	2	13	3	27	18	132	65	2.56934
Library Science	4	0	3	3	10	6	23	22	112	84	3.97114
Speech Arts	4	0	2	4	6	10	16	29	69	127	7.16206
Basic Reading Skills	2	2	1	5	5	11	10	35	48	149	2.11770
Study Reading Skills	2	2	1	6	4	12	10	35	41	155	3.75332
Literary Reading Skills	0	4	1	5	4	12	7	39	25	172	2.65750
Mechanics and Usage	0	4	0	6	4	12	1	44	11	186	12.13475* #
Oral Communication	1	3	0	6	3	13	5	41	17	179	3.51677
Written Communication	1	3	1	5	3	13	3	43	21	176	2.98388
Formal Composition	2	2	1	5	3	13	9	36	39	157	2.28099
Creative Writing	3	1	2	4	7	9	18	28	60	137	5.32368
Critical Thinking	2	2	2	4	8	8	17	28	57	140	4.51657
Listening	2	2	2	4	3	13	6	39	26	171	6.31518
Discussion Group Technique	2	2	3	3	4	12	14	32	48	149	3.68817
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES											
Group Teaching	3	1	4	2	6	9	14	31	60	316	7.20000
Team Teaching	3	1	6	0	7	8	31	14	93	103	13.29909** #
Teaching Machines	4	0	5	1	9	7	29	16	1.1	75	3.89693
Radio and Television	3	1	5	1	7	7	23	22	106	88	3.01403
Other Programmed Learning	3	1	5	1	9	7	23	22	85	109	6.07837
Newspapers	3	1	3	2	3	13	12	33	49	148	8.52085
Trips and Excursions	3	1	3	3	3	11	14	30	60	136	5.19624
Parent Conferences	3	1	0	6	2	14	9	36	32	165	11.27048* #
Evaluation	1	2	0	6	2	14	7	39	23	174	2.50431
Standardized Testing	1	3	0	6	5	11	5	41	33	163	5.01529
Informal Testing	1	3	1	5	3	13	6	40	16	181	3.88971
Interpreting Data in Files	1	3	2	4	5	11	9	36	39	158	1.80580
Group Reports	1	3	2	4	3	13	11	34	46	151	.55318
Socio Dramas; Role Playing	4	0	4	2	7	9	21	25	79	116	7.29780
Book Reviews	2	2	4	2	2	13	10	34	29	165	14.59330** #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE											
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	2	2	1	5	6	10	6	40	27	170	10.18672* ##
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	1	3	1	5	1	15	1	45	6	191	8.71404
ABILITY TO HANDLE CLASSES	2	2	2	4	5	11	8	37	48	149	3.16741
Heterogeneous Classes											
Heterogeneous Classes	3	1	1	5	2	14	4	41	14	179	22.45697*** ##
Homogeneous Classes											
Homogeneous Classes	3	1	1	4	1	14	3	43	4	183	50.26843*** ##
A. Fast Group											
A. Fast Group	1	3	2	4	2	14	3	42	9	184	11.48031* ##
B. Slow Group											
B. Slow Group	2	2	0	6	5	11	12	33	48	146	3.70111
C. Average Group											
C. Average Group	1	3	0	6	1	15	2	44	7	190	5.05796
Ungraded Classes	2	2	3	3	5	10	16	26	61	127	1.65545

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 4.

*Significant Differences

.05 level

#Before 1950

**Significant Differences

.01 level

##After 1950

***Significant Differences

.001 level

Table IX

Data shown in Table IX are in terms of number of semester hours in English taken since Oklahoma certification. One significant difference exists with respect to feelings of academic competence; two significant differences exist with respect to confidence in teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the three items where significant differences are shown, teachers who have taken more than twenty semester hours in English since Oklahoma certification are more confident than teachers who have taken fewer than twenty semester hours in English, as indicated by #.

Teachers who have taken more than twenty semester hours in English since Oklahoma certification tend to feel more confident than teachers who have taken fewer than twenty semester hours in English since Oklahoma certification.

Table X

Part A - Literary Reading

Data in Table X are in terms of activities, other than course work, to improve preparation for the teaching of English. Part A is related to Literary Reading done by the respondents.

Ten significant differences exist with respect to the respondents' feelings of academic competence; twenty-two significant differences exist with respect to the teachers' confidence in their own teaching competency. These differences are shown in the table by the starred items.

With respect to the thirty-two items for which significant differences are shown, respondents who do much literary reading show the highest confidence with respect to twenty-six items (#); respondents who do some

TABLE IX
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF SEMESTER
 HOURS IN ENGLISH TAKEN SINCE OKLAHOMA CERTIFICATION

ITEMS OF RESPONSE	Number of Semester Hours								Chi-Square
	1-9		10-19		20-29		30-		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	10	74	5	29	0	9	1	8	1.48862
Drama	32	52	14	20	1	8	2	7	3.71536
Essay	31	53	16	18	1	8	2	7	4.91688
History, English Language	35	48	11	23	3	6	2	7	2.10854
Formal Grammar	12	72	3	31	1	8	1	6	.68829
Linguistic Grammar	53	31	17	17	2	7	6	3	6.74436
Journalism	53	31	19	15	6	3	2	7	5.96060
Library Science	51	32	15	19	4	5	1	7	8.98551* #
Speech Arts	22	62	11	23	1	8	2	7	1.78215
Basic Reading Skills	22	62	10	24	3	6	2	7	.41076
Study Reading Skills	17	67	8	26	2	7	3	6	.87028
Literary Reading Skills	16	68	5	29	0	9	1	8	2.47203
Mechanics and Usage	3	81	2	32	0	9	0	9	1.15681
Oral Communication	6	78	3	31	0	9	0	9	1.58080
Written Communication	4	80	5	29	1	8	0	9	4.42711
Formal Composition	15	68	5	29	1	8	1	8	.60975
Creative Writing	25	59	7	27	1	8	1	8	3.22066
Critical Thinking	15	69	5	29	0	9	2	7	2.20865
Listening	8	75	4	30	0	9	1	8	1.15982
Discussion Group Technique	21	63	9	25	1	8	3	6	1.29847
OWN TEACHING ABILITY									
Literature	10	74	5	29	0	9	1	8	1.48862
Drama	27	57	13	21	1	8	1	8	4.22013
Essay	30	54	17	17	1	8	4	5	5.16948
History, English Language	34	50	13	21	3	6	2	7	1.24739
Formal Grammar	10	74	2	32	1	8	2	7	2.13256
Linguistic Grammar	47	37	17	17	2	7	4	5	3.96514
Journalism	58	26	22	12	5	4	5	4	1.24935
Library Science	49	35	16	18	5	4	4	4	1.32250
Speech Arts	27	57	12	22	3	6	0	9	4.41916
Basic Reading Skills	19	65	12	22	4	5	2	7	3.47883
Study Reading Skills	14	70	10	24	4	5	3	6	5.60341
Literary Reading Skills	11	73	5	29	0	9	1	8	1.48005
Mechanics and Usage	5	79	0	34	0	9	0	9	3.21337
Oral Communication	6	78	4	30	0	9	0	9	2.40544
Written Communication	8	76	3	31	0	9	1	8	.98071
Formal Composition	21	63	4	30	0	9	0	9	7.49837
Creative Writing	21	63	9	25	0	9	1	8	3.84857
Critical Thinking	20	64	11	23	1	8	3	6	2.22101
Listening	8	76	5	29	0	9	2	7	2.92707
Discussion Group Technique	18	66	9	25	1	8	1	8	1.65644
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	23	61	10	24	2	7	4	5	1.35526
Team Teaching	42	42	14	20	1	8	4	5	5.22860
Teaching Machines	54	30	17	17	5	4	5	4	2.18877
Radio and Television	44	39	16	18	3	6	4	5	1.52263
Other Programmed Learning	39	44	18	16	1	8	2	6	6.47124
Newspapers	18	65	6	28	1	8	2	7	.73745
Trips and Excursions	29	55	6	28	1	7	3	6	4.52247
Parent Conferences	10	74	5	29	1	8	1	8	.21021
Evaluation	9	75	2	32	0	9	1	8	1.66837
Standardized Testing	13	70	2	32	0	9	1	8	3.52828
Informal Testing	3	81	3	31	0	9	0	9	2.54065
Interpreting Data in Files	18	66	4	30	2	7	2	7	1.59111
Group Reports	16	68	8	26	1	8	1	8	1.17446
Socio Dramas; Role Playing	35	49	14	20	0	9	1	8	8.93312* #
Book Reviews	11	72	7	26	0	9	1	8	2.95646
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	83	1	33	0	9	1	8	3.99824
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	21	63	7	26	0	9	1	8	3.65407
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	8	74	2	31	0	9	0	9	2.15460
Homogeneous Classes	2	78	0	33	0	9	0	9	1.29476
A. Fast Group	2	80	1	32	0	9	1	8	2.39603
B. Slow Group	24	58	6	27	2	7	2	7	1.64203
C. Average Group	3	81	0	34	0	9	0	9	1.89903
Ungraded Classes	30	48	6	26	2	7	0	8	8.28782* #

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level

#More than 20 semester hours in English.

**Significant Differences .01 level

***Significant Differences .001 level

literary reading and those who do no literary reading show the highest confidence with respect to six items (###).

Teachers who have done much literary reading seem to feel more confident than teachers who have done little or none.

Part B - Traveling

Data shown in Part B of Table X are in terms of traveling as a factor in the improvement of preparation for the teaching of English. Five significant differences exist with respect to the respondents' feelings of academic competence; eight significant differences exist with the respondents' confidence in own teaching competency. These differences are shown in the table by asterisks.

With respect to twelve of the thirteen items which show significant differences, teachers who have done much traveling feel more confidence than teachers who have done some or none, as indicated by #. With respect to one item, teachers who have done some traveling feel more confident than do the others.

Teachers who have done much traveling tend to feel more confident than teachers who have done some or none.

Part C - Professional Literature

Data shown in Table X, Part C, are in terms of reading professional literature to improve preparation for the teaching of English. Six significant differences exist with respect to the respondents' feelings of academic competence; sixteen significant differences exist with respect to the respondents' feelings of teaching confidence. Significant differences are indicated in the table by asterisks.

With respect to the twenty-two items for which significant differences are shown, respondents who read much professional literature show the highest confidence with respect to fifteen items (#); respondents who read some professional literature show the highest confidence with respect to two items (##); respondents who read no professional literature show the highest confidence with respect to five items (###).

In general, teachers who have done much reading of professional literature feel more confident than teachers who have read some or none.

Summary - Table X

Teachers who do much literary reading, do much traveling, and do much reading of professional literature indicate a higher degree of confidence than those who do not.

Table XI

Part A - Paying Dues

Data shown in Table XI are in terms of participation in The National Council of Teachers of English. Part A is concerned with paying dues.

Three significant differences exist with respect to the respondents' feelings of academic competence; nine significant differences exist with respect to the respondents' feelings of teaching confidence. Significant differences are shown in the table by starred items.

With respect to the twelve items for which significant differences are shown, respondents who always pay dues show the most confidence with respect to eight items (#); respondents who usually or seldom pay dues show the most confidence with respect to three items (##). With respect to one item, Ability to Organize and Control Classroom, teachers who

TABLE X
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF OTHER ACTIVITIES
TO IMPROVE PREPARATION FOR THE TEACHING OF ENGLISH

ITEMS OF RESPONSE	Literary Reading						Chi-Square
	None		Some		Much		
	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	4	3	34	111	10	103	16.50951*** #
Drama	4	3	67	79	35	76	6.27430* #
Essay	4	3	68	78	40	73	3.93139
History, English Language	5	2	73	73	34	77	12.16196** #
Formal Grammar	1	6	18	128	14	97	.02560
Linguistic Grammar	4	3	88	58	63	49	.42807
Journalism	6	1	101	45	61	51	7.45633* ##
Library Science	6	1	86	59	51	60	7.37373* ##
Speech Arts	2	5	51	95	31	82	1.68747
Basic Reading Skills	3	4	36	110	24	89	1.87398
Study Reading Skills	3	4	31	115	20	93	2.75238
Literary Reading Skills	4	3	25	121	13	100	10.75879** #
Mechanics and Usage	1	6	9	137	4	109	2.05373
Oral Communication	3	4	12	134	4	109	15.92825*** #
Written Communication	3	4	12	133	8	105	10.71117** #
Formal Composition	4	3	33	112	17	96	8.31931
Creative Writing	5	2	54	92	26	87	10.87521** #
Critical Thinking	3	4	29	117	23	90	2.16580
Listening	0	6	19	126	11	100	1.42644
Discussion Group Technique	4	3	40	105	20	92	7.49490* #
OWN TEACHING ABILITY							
Literature	3	4	30	116	7	105	14.43406*** #
Drama	4	3	59	86	31	81	6.12029* #
Essay	4	3	68	78	34	79	8.12039* #
History, English Language	4	3	74	72	30	82	15.79268*** #
Formal Grammar	2	5	19	127	8	105	4.61976
Linguistic Grammar	5	2	78	68	58	54	1.02716
Journalism	6	1	105	41	65	47	6.67641* ##
Library Science	5	2	89	57	55	56	3.99591
Speech Arts	4	3	57	89	34	77	3.33371
Basic Reading Skills	3	4	34	112	27	85	1.39667
Study Reading Skills	2	5	34	111	19	93	1.87183
Literary Reading Skills	4	3	22	124	9	104	14.98551*** #
Mechanics and Usage	1	6	11	135	3	109	3.80010
Oral Communication	2	5	18	128	5	107	7.67009* #
Written Communication	3	4	13	133	12	101	8.17788* ##
Formal Composition	4	3	33	113	15	96	9.66805** #
Creative Writing	5	2	53	93	30	83	7.51183* #
Critical Thinking	4	3	51	95	28	84	5.13487
Listening	2	5	26	120	10	102	5.25398
Discussion Group Technique	5	2	44	102	20	93	12.87292** #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	2	4	52	93	29	83	2.91655
Team Teaching	3	3	79	66	55	57	.74245
Teaching Machines	7	0	97	49	63	48	6.71967* ##
Radio and Television	5	2	94	51	42	67	18.19954*** #
Other Programmed Learning	5	2	75	71	43	66	5.29114
Newspapers	4	3	48	97	17	95	14.09789*** #
Trips and Excursions	4	3	50	95	27	82	5.03308
Parent Conferences	2	5	28	118	13	99	3.47859
Evaluation	3	4	19	126	9	104	8.38138* #
Standardized Testing	2	5	23	122	17	96	.90441
Informal Testing	2	5	19	127	5	108	8.20856* #
Interpreting Data in Files	3	4	32	114	18	94	3.70168
Group Reports	3	4	44	102	13	99	14.10215*** #
Socio Dramas; Role Playing	4	3	72	73	36	76	8.57163* #
Book Reviews	3	4	35	107	8	103	16.14179*** #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE ABILITY TO ORGANIZE AND CONTROL CLASSROOM							
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	0	7	5	141	4	109	.25434
ABILITY TO HANDLE CLASSES	0	7	40	105	24	89	3.68607
Heterogeneous Classes	2	5	17	128	5	104	7.02998* #
Homogeneous Classes	2	5	8	131	1	108	13.72513** #
A. Fast Group	4	3	8	135	4	108	33.11906*** #
B. Slow Group	3	4	34	110	28	84	1.33744
C. Average Group	0	7	6	140	2	111	1.41827
Ungraded Classes	2	5	48	91	34	72	.23682

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences

.05 level

#Much Literary Reading

**Significant Differences

.01 level

##Some or No Literary Reading

***Significant Differences

.001 level

TABLE X (Continued)

PART B ITEMS OF RESPONSE	Traveling						Chi-Square
	None		Some		Much		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	14	55	31	117	2	43	6.73474* #
Drama	30	40	63	83	13	32	3.10056
Essay	37	33	62	86	12	33	7.71635* #
History, English Language	35	35	60	86	16	29	2.61652
Formal Grammar	11	59	18	128	4	41	1.18506
Linguistic Grammar	44	26	89	58	20	25	4.45795
Journalism	44	26	102	45	21	24	7.72796* ##
Library Science	39	31	87	58	15	30	9.92379** #
Speech Arts	22	48	45	103	16	23	.42450
Basic Reading Skills	18	52	37	111	7	35	1.95091
Study Reading Skills	15	55	32	116	6	39	1.56979
Literary Reading Skills	16	54	19	129	7	38	3.56200
Mechanics and Usage	3	67	9	139	2	43	.38712
Oral Communication	4	66	12	136	2	43	.91745
Written Communication	9	61	11	136	2	43	2.88399
Formal Composition	15	54	34	114	5	40	3.04024
Creative Writing	27	43	49	99	8	37	5.66096
Critical Thinking	16	54	36	112	3	42	6.72341* #
Listening	6	63	20	125	4	41	1.57217
Discussion Group Technique	20	50	38	108	5	40	5.20631
OWN TEACHING ABILITY							
Literature	13	57	23	125	3	41	3.06093
Drama	23	42	55	91	10	35	4.37514
Essay	35	35	59	89	11	34	7.45894
History, English Language	38	32	60	87	9	36	13.32688** #
Formal Grammar	9	61	13	135	7	39	1.93873
Linguistic Grammar	40	30	84	63	15	30	8.48310* #
Journalism	50	20	100	47	24	21	4.41238
Library Science	43	27	85	61	19	26	4.59223
Speech Arts	24	45	52	95	19	26	.80372
Basic Reading Skills	23	47	34	113	6	39	5.87981
Study Reading Skills	17	53	33	113	4	41	4.69629
Literary Reading Skills	14	56	17	131	4	41	3.90452
Mechanics and Usage	6	64	8	139	1	44	2.09551
Oral Communication	9	61	11	136	4	41	1.65065
Written Communication	11	59	13	135	3	42	3.24134
Formal Composition	15	55	30	116	6	39	1.35575
Creative Writing	25	45	50	98	12	33	1.08865
Critical Thinking	24	46	50	97	9	36	3.42587
Listening	13	57	21	126	4	41	2.08376
Discussion Group Technique	25	45	34	114	8	37	5.75792
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	26	44	50	95	6	39	8.50781* #
Team Teaching	33	37	81	64	20	25	2.53347
Teaching Machines	46	24	95	51	24	21	2.29347
Radio and Television	38	31	89	56	12	32	15.85629*** #
Other Programmed Learning	29	40	77	68	15	30	6.22322* #
Newspapers	18	51	44	103	5	40	6.40457* #
Trips and Excursions	28	41	45	101	6	37	8.84696* #
Parent Conferences	13	57	27	120	3	42	3.76290
Evaluation	12	58	17	130	2	43	4.25685
Standardized Testing	10	60	28	119	4	41	2.85746
Informal Testing	6	64	19	129	1	44	4.55014
Interpreting Data in Files	14	56	35	112	4	41	4.75627
Group Reports	20	50	34	113	6	39	3.61215
Socio Dramas; Role Playing	32	38	64	82	15	30	1.94940
Book Reviews	14	54	26	120	5	38	1.48511
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES							
INTERESTING, INFORMATIVE	16	54	20	128	3	42	6.14869* #
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	3	67	5	143	1	44	.35485
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	17	52	37	111	10	35	.14647
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	8	62	16	128	0	44	5.44631
Homogeneous Classes	2	65	9	132	0	44	3.68928
A. Fast Group	6	64	9	137	1	42	1.79295
B. Slow Group	24	46	33	114	7	36	5.50987
C. Average Group	2	68	6	142	0	45	1.93402
Ungraded Classes	22	47	53	86	9	32	3.85330

NL - None or little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level #Much Traveling

**Significant Differences .01 level ##Some or No Traveling

***Significant Differences .001 level

TABLE X (Continued)

PART C ITEMS OF RESPONSE	Professional Literature						Chi-Square
	None		Some		Much		
	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:							
OWN ACADEMIC COMPETENCE							
Literature	10	13	28	126	9	77	13.49964** #
Drama	17	6	57	97	32	53	11.72370** ###
Essay	12	11	69	86	32	54	2.10991
History, English Language	14	9	63	91	34	51	3.55383
Formal Grammar	4	19	18	137	11	73	.63550
Linguistic Grammar	11	12	99	56	46	39	3.54267
Journalism	17	6	100	54	51	35	1.85871
Library Science	18	5	83	71	41	43	6.35302* ###
Speech Arts	10	13	50	105	24	62	2.06165
Basic Reading Skills	9	14	37	118	18	68	3.30123
Study Reading Skills	6	17	29	126	19	67	.88038
Literary Reading Skills	8	15	25	130	10	76	7.14246* #
Mechanics and Usage	3	20	6	149	5	81	3.42179
Oral Communication	5	18	8	147	5	81	8.86600* ###
Written Communication	6	17	9	145	7	79	10.70612** ##
Formal Composition	7	16	32	122	16	70	1.53954
Creative Writing	12	11	45	110	26	60	5.06217
Critical Thinking	8	15	29	126	17	69	3.21699
Listening	3	19	15	139	12	72	1.20383
Discussion Group Technique	7	16	36	118	20	65	.56421
OWN TEACHING ABILITY							
Literature	8	15	24	131	7	78	10.22917** #
Drama	14	9	53	100	26	60	7.55678* #
Essay	8	15	70	85	28	58	3.95831
History, English Language	13	10	65	89	29	57	4.26667
Formal Grammar	4	19	17	138	8	78	1.21442
Linguistic Grammar	12	11	89	65	40	46	2.84456
Journalism	18	5	107	47	51	35	4.04674
Library Science	19	4	86	68	43	42	7.61428* ###
Speech Arts	11	12	59	94	26	60	3.00401
Basic Reading Skills	9	14	35	119	21	65	2.89979
Study Reading Skills	7	16	30	123	18	68	1.41344
Literary Reading Skills	5	18	23	132	8	78	2.84417
Mechanics and Usage	3	20	9	145	3	83	3.09431
Oral Communication	3	20	13	142	8	77	.53606
Written Communication	4	19	11	144	12	74	4.24070
Formal Composition	7	16	30	124	16	69	1.64208
Creative Writing	10	13	48	107	28	58	1.42720
Critical Thinking	10	13	49	105	24	62	2.04864
Listening	8	15	20	134	10	76	8.51310* #
Discussion Group Technique	11	12	38	117	18	68	7.07918* #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	10	12	53	100	20	66	5.35533
Team Teaching	11	11	86	67	40	46	2.13587
Teaching Machines	18	5	100	54	48	37	4.10214
Radio and Television	17	6	87	65	36	48	8.51262* ###
Other Programmed Learning	16	7	78	76	28	55	11.38936** ###
Newspapers	10	13	42	111	16	70	6.27082* #
Trips and Excursions	11	12	53	100	18	65	7.22191* #
Parent Conferences	6	17	29	125	10	76	3.45088
Evaluation	5	17	23	132	4	82	7.87674* #
Standardized Testing	4	19	26	128	12	74	.39090
Informal Testing	5	18	17	138	5	81	5.23680
Interpreting Data in Files	10	13	31	123	13	73	8.98320* #
Group Reports	10	13	40	114	10	76	12.56180** #
Socio Dramas; Role Playing	15	8	75	79	22	63	16.85389
Book Reviews	5	17	30	122	9	75	3.66063
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	4	19	26	129	10	76	1.23778
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	2	21	4	151	3	83	2.27679
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	6	17	14	138	4	80	.76752** #
Homogeneous Classes	5	16	7	140	0	84	20.99999*** #
A. Fast Group	6	17	8	143	2	83	18.07633*** #
B. Slow Group	9	14	37	115	18	67	3.15924
C. Average Group	2	21	7	148	1	85	3.37180
Ungraded Classes	10	13	54	94	22	58	2.81659

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level, The degree of freedom is 2.

*Significant Differences .05 level #Much Reading of Professional Literature

**Significant Differences .01 level ##Some Reading of Professional Literature

***Significant Differences .001 level ###No Reading of Professional Literature

always or usually pay dues are more confident than those who seldom or never pay dues.

Respondents who always pay dues to The National Council of Teachers of English seem to feel more confident than respondents who usually or seldom pay dues.

Part B - Attending Meetings and Conferences

Data shown in Part B of Table XI are in terms of attending meetings and conferences of The National Council of Teachers of English. Two significant differences exist with respect to the respondents' feelings of academic competency; eight significant differences exist with respect to the respondents' confidence in their own teaching competency. Significant differences are shown in the table by asterisks.

With respect to the ten items for which significant differences are indicated, respondents who always or usually attend meetings and conferences show the highest confidence with respect to seven items (#); respondents who seldom or never attend meetings and conferences show the highest confidence with respect to three items (##).

Respondents who always or usually attend meetings and conferences of The National Council of Teachers of English tend to feel more confident than the respondents who seldom or never attend meetings and conferences.

Part C - Reporting to Own Faculty on Meetings Attended

Data shown in Table IX, Part C, are in terms of reporting to one's own faculty on attended meetings of The National Council of Teachers of English. Three significant differences exist with respect to the teachers' feelings of academic competence; six significant differences exist with respect to the teachers' confidence in their own teaching competency.

Significant differences are indicated in the table by asterisks.

With respect to the nine items for which significant differences are shown, teachers who always or usually report to their own faculty on meetings attended show the highest confidence with respect to seven items (#); teachers who seldom or never attend meetings and conferences show the highest confidence with respect to two items each (##).

Teachers who always or usually report to their own faculty on attended meetings of The National Council of Teachers of English seem to feel more confident than respondents who seldom or never report on meetings.

Part D - Taking Part on Programs

Data shown in Part D of Table XI are in relation to taking part on programs for The National Council of Teachers of English. One significant difference exists with respect to the respondents' feelings of academic competence; ten significant differences exist with respect to the respondents' confidence in their own competency. These significant differences are indicated in the table by the starred items.

With respect to the eleven items for which significant differences are shown, teachers who always or usually take part on programs show the highest confidence with respect to ten items (#). Teachers who never take part on programs show the highest confidence with respect to one item (##).

Teachers who always or usually take part on programs for The National Council of Teachers of English feel more confident than teachers who seldom or never take part on programs.

Part E - Reading The English Journal

Data shown in Part E of Table XI are in terms of reading The English Journal, a publication of The National Council of Teachers of English. Six significant differences exist with respect to the teachers' feelings of academic competence; sixteen significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the twenty-two items for which significant differences are shown, teachers who always or usually read The English Journal show the highest confidence with respect to nineteen items (#); teachers who seldom or never read The English Journal show the highest confidence with respect to three items (##).

Teachers who always or usually read The English Journal indicate more confidence than teachers who seldom or never read The English Journal.

Part E - Contributing to The English Journal

Data shown in Part F of Table XI are in terms of contributing to The English Journal, a publication of The National Council of Teachers of English. One significant difference exists with respect to the teachers' confidence in their own teaching competency; two significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by the starred items.

With respect to the three items for which significant differences are shown, teachers who always or usually contribute to The English Journal show the highest confidence with respect to two items (#); teachers who

TABLE XI
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF PARTICIPATION IN
THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PART A ITEMS OF RESPONSE	Paying Dues								Chi-Square
	Always		Usually		Seldom		Never		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	9	73	10	39	5	24	25	83	4.81083
Drama	26	54	22	27	14	15	47	62	3.53547
Essay	35	47	17	32	14	15	50	59	2.07558
History, English Language	30	50	16	33	15	14	54	55	5.92811
Formal Grammar	11	71	2	45	3	26	17	92	4.09699
Linguistic Grammar	49	33	34	15	14	15	61	47	3.86558
Journalism	47	34	30	19	20	9	74	35	2.43517
Library Science	43	37	20	28	19	10	64	45	5.39858
Speech Arts	16	66	13	36	16	13	40	69	14.89174** #
Basic Reading Skills	20	62	10	39	8	21	27	82	.58672
Study Reading Skills	17	65	8	41	7	22	24	85	.88921
Literary Reading Skills	11	71	4	45	6	23	23	86	5.11427
Mechanics and Usage	4	78	1	48	2	27	8	101	1.97873
Oral Communication	4	78	2	47	3	26	10	99	2.47586
Written Communication	6	75	2	47	3	26	12	97	2.34071
Formal Composition	13	69	11	38	7	22	25	83	1.84861
Creative Writing	18	64	20	29	11	18	33	71	6.38452
Critical Thinking	7	75	12	37	10	19	28	81	12.57039** #
Listening	9	72	7	41	3	25	11	97	.66146
Discussion Group Technique	12	69	17	32	3	26	33	75	12.19158** ##
OWN TEACHING ABILITY									
Literature	6	76	10	39	6	22	20	89	6.45591
Drama	20	61	18	31	15	14	45	63	8.99226* #
Essay	32	50	18	31	14	15	46	63	1.20023
History, English Language	30	51	18	31	13	16	50	59	2.11363
Formal Grammar	8	74	6	43	3	26	12	97	.21036
Linguistic Grammar	42	39	29	20	16	13	55	54	1.13250
Journalism	47	34	33	16	20	9	80	29	5.02982
Library Science	46	35	21	27	18	11	68	41	5.03229
Speech Arts	19	62	13	36	15	14	51	57	16.26056** #
Basic Reading Skills	18	63	10	39	9	20	29	80	1.59349
Study Reading Skills	16	64	8	41	8	21	25	84	1.65819
Literary Reading Skills	7	75	4	45	5	24	21	88	6.26172
Mechanics and Usage	2	79	3	46	2	27	9	100	2.83025
Oral Communication	5	76	3	46	4	25	14	95	3.65074
Written Communication	9	73	3	46	2	27	15	94	2.57043
Formal Composition	14	66	7	42	5	24	28	81	3.61577
Creative Writing	21	61	19	30	12	17	38	71	3.80488
Critical Thinking	18	63	18	31	9	20	41	68	5.64584
Listening	9	72	6	43	3	26	21	88	3.34179
Discussion Group Technique	10	72	13	36	3	26	45	64	24.79484*** ##
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	20	61	19	30	10	18	38	70	3.60086
Team Teaching	41	40	26	23	17	11	57	51	.85575
Teaching Machines	46	34	33	16	20	9	70	39	1.94421
Radio and Television	36	43	31	18	17	10	61	48	4.92163
Other Programmed Learning	31	49	25	23	16	13	54	54	3.81512
Newspapers	19	61	12	37	9	20	31	78	.92591
Trips and Excursions	18	62	13	36	6	22	46	61	11.43907** ##
Parent Conferences	8	73	8	41	5	24	25	84	5.60368
Evaluation	5	77	5	44	4	24	19	90	5.88118
Standardized Testing	11	71	3	46	6	23	24	84	7.36105
Informal Testing	8	74	1	48	7	22	12	97	9.62047* #
Interpreting Data in Files	14	67	10	39	4	25	28	81	3.04587
Group Reports	19	62	8	41	7	22	29	80	1.99351
Socio Dramas; Role Playing	25	56	20	29	16	12	55	54	9.67611* #
Book Reviews	8	73	4	44	9	19	27	79	14.29771** #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	7	75	5	44	4	25	26	83	9.89482* #
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	1	81	0	49	0	29	9	100	10.71633* ##
ABILITY TO HANDLE CLASSES	15	67	14	35	8	21	29	79	2.60803
Heterogeneous Classes	3	75	6	42	6	23	10	99	7.66097
Homogeneous Classes	1	78	1	44	3	25	7	98	5.90092
A. Fast Group	1	79	4	44	3	25	9	99	5.35400
B. Slow Group	16	65	13	35	6	22	32	76	2.69391
C. Average Group	3	79	1	48	2	27	5	104	1.21465
Ungraded Classes	20	54	15	33	12	16	41	64	3.87892

NL = None or Little AO = Adequate or Outstanding

Chi-square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level

**Significant Differences .01 level

***Significant Differences .001 level

#Always Pays Dues

##Usually or Seldom Pays Dues

TABLE XI (Continued)

ITEMS OF RESPONSE	Attending Meetings and Conferences								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	3	32	12	63	11	33	23	90	4.11135
Drama	13	21	32	43	21	22	42	72	2.08899
Essay	13	22	36	39	21	23	45	69	2.23469
History, English Language	17	17	26	49	25	18	46	68	7.15595
Formal Grammar	4	31	5	68	5	39	18	96	3.40429
Linguistic Grammar	16	19	47	28	20	24	74	39	8.25727* ##
Journalism	16	18	47	28	31	13	77	37	5.71307
Library Science	18	17	36	37	24	19	67	47	1.78987
Speech Arts	7	28	15	60	16	28	46	68	11.39084** #
Basic Reading Skills	3	32	18	57	13	31	31	83	5.89479
Study Reading Skills	3	32	18	57	11	33	24	90	4.10351
Literary Reading Skills	4	31	11	64	7	37	22	92	1.50006
Mechanics and Usage	1	34	2	73	4	40	8	106	3.16806
Oral Communication	1	34	3	72	5	39	10	104	3.74880
Written Communication	1	34	4	70	3	41	15	99	5.61145
Formal Composition	4	31	16	59	8	36	28	85	3.12375
Creative Writing	7	28	22	53	16	28	42	72	4.11715
Critical Thinking	5	30	15	60	12	32	24	90	2.04577
Listening	3	32	10	65	6	36	11	101	1.18031
Discussion Group Technique	4	31	16	58	10	34	33	80	5.00943
OWN TEACHING ABILITY									
Literature	3	32	10	65	9	34	20	94	2.83818
Drama	9	25	31	44	19	25	39	75	3.32426
Essay	11	24	35	40	19	25	44	70	2.67465
History, English Language	18	16	26	49	21	23	45	69	4.17033
Formal Grammar	4	31	9	66	3	41	12	102	.84941
Linguistic Grammar	15	19	38	37	22	22	66	48	2.49119
Journalism	16	18	50	25	30	14	83	31	7.88998* ##
Library Science	19	15	38	36	25	19	70	44	1.88249
Speech Arts	8	26	14	61	22	22	54	59	22.32928*** #
Basic Reading Skills	4	30	15	60	14	30	32	82	5.88348
Study Reading Skills	6	28	15	59	10	34	26	88	.52047
Literary Reading Skills	1	34	8	67	6	38	21	93	6.30082
Mechanics and Usage	1	33	3	72	3	41	8	106	1.37041
Oral Communication	1	34	3	72	6	37	16	98	7.95896* #
Written Communication	4	31	6	69	6	38	13	101	1.03338
Formal Composition	7	27	11	64	8	35	28	86	2.82868
Creative Writing	8	27	24	51	15	29	43	71	2.76905
Critical Thinking	8	26	23	52	13	31	41	73	2.13030
Listening	4	30	8	67	5	39	22	92	3.53629
Discussion Group Technique	5	30	16	59	6	38	42	72	13.88544** ##
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	8	26	22	53	15	28	42	71	2.79612
Team Teaching	15	19	36	39	25	18	64	49	2.88144
Teaching Machines	16	18	44	31	27	16	80	34	6.80777
Radio and Television	9	25	41	34	26	15	68	45	13.56149** #
Other Programmed Learning	13	22	34	39	22	21	56	57	1.95192
Newspapers	6	28	21	53	12	32	31	83	1.54601
Trips and Excursions	3	30	25	50	11	32	42	70	10.43140* #
Parent Conferences	2	32	14	61	4	40	26	88	7.70916
Evaluation	3	32	7	68	5	38	18	96	2.35714
Standardized Testing	3	32	12	63	7	37	22	91	2.34696
Informal Testing	3	32	7	68	4	40	13	101	.40199
Interpreting Data in Files	6	28	16	59	6	38	28	86	2.54732
Group Reports	6	28	18	57	9	35	30	84	1.38285
Socio Dramas; Role Playing	6	29	31	44	18	24	60	54	13.92339** #
Book Reviews	3	30	10	64	8	36	26	85	5.00932
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	34	1	74	0	44	8	106	6.40775
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	10	25	10	65	13	31	32	81	6.89196
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	1	32	5	69	6	37	13	100	3.77232
Homogeneous Classes	0	34	5	67	2	40	5	105	2.51629
A. Fast Group	1	32	5	69	4	39	7	106	1.24052
B. Slow Group	8	25	14	61	10	33	35	78	3.77669
C. Average Group	1	34	4	71	1	43	5	109	.82412
Ungraded Classes	4	27	24	48	14	30	45	62	9.31037** #

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level

**Significant Differences .01 level

***Significant Differences .001 level

#Always or Usually Attends Conferences

##Seldom or Never Attends Conferences

TABLE XI (Continued)

PART C ITEMS OF RESPONSE	Reporting to Own Faculty on Meetings Attended								Chi-Square
	Always		Usually		Seldom		Never		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	4	34	9	27	5	39	31	116	4.75247
Drama	13	25	18	18	19	25	59	88	2.05761
Essay	16	22	16	20	19	25	64	84	.04127
History, English Language	15	23	13	23	20	23	66	81	1.31730
Formal Grammar	5	32	2	33	4	40	21	127	2.38960
Linguistic Grammar	20	18	21	5	22	22	93	54	3.21756
Journalism	17	21	18	18	32	12	101	46	11.92345** ##
Library Science	18	20	15	20	28	14	82	66	5.24464
Speech Arts	4	34	6	30	14	30	59	89	16.29205*** #
Basic Reading Skills	4	34	9	27	11	33	41	107	4.85084
Study Reading Skills	6	32	9	27	9	35	32	116	1.00913
Literary Reading Skills	7	31	5	31	4	40	27	121	2.37675
Mechanics and Usage	1	37	2	34	3	41	9	139	.81571
Oral Communication	0	38	2	34	5	39	12	136	4.44954
Written Communication	1	37	1	35	4	39	17	131	4.82797
Formal Composition	6	32	7	29	11	333	31	116	1.09928
Creative Writing	7	31	12	24	17	27	50	98	4.31957
Critical Thinking	3	35	11	25	12	32	31	117	6.82815
Listening	3	35	4	32	7	35	16	130	1.63979
Discussion Group Technique	1	37	12	23	8	36	42	105	14.09581** #
OWN TEACHING ABILITY									
Literature	4	34	6	30	4	40	28	119	3.45965
Drama	11	27	18	17	16	28	53	94	4.23964
Essay	15	23	16	20	20	24	58	90	.77478
History, English Language	19	19	12	24	19	25	61	86	2.14910
Formal Grammar	6	32	2	34	3	41	17	131	2.84934
Linguistic Grammar	16	22	17	19	22	22	85	62	3.82030
Journalism	20	18	21	15	29	15	106	41	6.43233
Library Science	19	19	14	21	25	19	93	54	7.24554
Speech Arts	5	33	4	32	19	25	69	77	27.00379*** #
Basic Reading Skills	6	32	7	29	11	33	42	105	3.31899
Study Reading Skills	6	32	8	28	9	34	34	113	.98051
Literary Reading Skills	2	36	3	33	3	41	28	120	8.41659* #
Mechanics and Usage	1	37	0	36	2	42	12	135	4.63972
Oral Communication	1	37	1	35	4	40	20	128	6.56623
Written Communication	3	35	3	33	5	39	18	130	.84992
Formal Composition	5	33	5	31	8	36	35	112	3.37636
Creative Writing	9	29	13	23	14	39	52	96	1.97875
Critical Thinking	6	32	15	21	13	31	51	96	6.73794
Listening	3	35	5	31	4	40	27	120	4.09911
Discussion Group Technique	2	36	9	27	6	38	53	95	19.24708*** #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	8	30	12	24	12	31	55	91	4.39424
Team Teaching	16	22	18	18	24	19	83	63	2.91105
Teaching Machines	19	19	18	18	27	17	103	44	8.56782* ##
Radio and Television	18	20	18	18	20	23	88	57	4.40538
Other Programmed Learning	15	21	18	18	18	26	74	73	1.82321
Newspapers	5	33	8	28	13	31	45	101	5.34938
Trips and Excursions	9	29	10	26	11	32	52	92	3.42802
Parent Conferences	1	37	5	31	6	38	34	113	9.88463* #
Evaluation	2	36	2	34	4	39	25	123	6.43918
Standardized Testing	2	36	3	33	8	36	29	118	6.55533
Informal Testing	3	35	4	32	4	40	17	131	.53361
Interpreting Data in Files	5	33	7	29	9	35	34	113	1.87732
Group Reports	5	33	8	29	9	35	41	106	4.05367
Socio Dramas; Role Playing	10	28	13	23	21	22	72	76	7.44141
Book Reviews	2	34	5	31	7	37	34	110	7.21060
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	38	1	35	1	43	8	140	2.95731
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	5	33	6	30	12	32	43	104	5.72706
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	0	36	2	34	4	40	19	127	6.50935
Homogeneous Classes	0	35	2	32	1	42	9	135	3.15376
A. Fast Group	0	36	3	33	3	39	11	136	2.95829
B. Slow Group	10	26	5	31	8	35	43	104	4.84408
C. Average Group	0	38	0	36	4	40	7	141	6.04970
Ungraded Classes	3	32	9	27	15	28	60	78	16.77046*** #

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Report

**Significant Differences .01 level ##Seldom or Never Report

***Significant Differences .001 level

TABLE XI (Continued)

ITEMS OF RESPONSE	Taking Part on Programs								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	1	17	5	16	7	42	36	141	3.36851
Drama	8	10	7	14	24	24	70	108	2.40780
Essay	4	14	11	10	24	26	77	101	4.58864
History, English Language	5	13	11	10	22	26	77	101	2.59508
Formal Grammar	1	16	3	17	6	43	21	157	.78056
Linguistic Grammar	8	10	13	8	26	23	110	67	3.08789
Journalism	7	11	12	9	35	14	117	61	6.77414
Library Science	8	10	8	11	28	20	100	78	2.39354
Speech Arts	3	15	4	17	11	38	67	111	8.22645* #
Basic Reading Skills	1	17	6	15	9	40	49	129	5.56845
Study Reading Skills	3	15	4	17	9	40	40	138	.68744
Literary Reading Skills	2	16	6	15	6	43	30	148	3.25374
Mechanics and Usage	1	17	2	19	2	47	10	168	.81933
Oral Communication	0	18	1	20	4	45	14	164	1.78104
Written Communication	0	18	2	19	3	45	18	160	2.54826
Formal Composition	4	14	5	16	8	41	39	138	.86848
Creative Writing	4	14	7	14	18	31	58	120	1.26516
Critical Thinking	2	16	3	18	12	37	40	138	2.16222
Listening	2	16	3	18	4	43	21	155	.60937
Discussion Group Technique	1	17	5	16	9	40	49	127	5.58649
OWN TEACHING ABILITY									
Literature	1	17	1	20	7	42	33	144	4.49206
Drama	6	12	4	17	27	22	61	116	10.38633* #
Essay	2	16	12	9	25	24	71	107	10.99262* #
History, English Language	5	13	9	12	23	26	74	104	2.00052
Formal Grammar	2	16	3	18	6	43	17	161	.65526
Linguistic Grammar	8	10	11	10	24	25	98	80	1.15223
Journalism	8	10	11	10	35	14	123	55	6.88851
Library Science	9	9	9	11	29	20	105	73	1.90756
Speech Arts	2	16	4	17	16	33	75	102	10.69844* #
Basic Reading Skills	1	17	5	16	11	38	49	129	4.43963
Study Reading Skills	2	16	4	17	10	38	41	137	1.48613
Literary Reading Skills	0	18	1	20	4	45	31	147	7.69809
Mechanics and Usage	1	17	0	21	1	48	13	165	3.37406
Oral Communication	0	18	1	20	3	45	22	156	4.55746
Written Communication	2	16	4	17	3	46	20	158	2.60805
Formal Composition	5	13	4	17	5	43	40	138	4.04695
Creative Writing	5	13	6	15	14	35	65	113	1.73317
Critical Thinking	3	15	5	16	11	38	67	111	7.19651
Listening	2	16	2	19	4	45	31	147	3.35725
Discussion Group Technique	1	17	2	19	8	41	59	119	13.85869** #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	3	15	3	18	13	35	68	109	8.61409* #
Team Teaching	10	8	7	14	24	24	100	77	4.33714
Teaching Machines	9	9	8	13	29	19	121	57	8.92402* ##
Radio and Television	5	13	7	14	26	21	107	69	11.76738** #
Other Programmed Learning	7	9	7	14	21	27	91	86	3.09740
Newspapers	4	14	3	18	13	36	51	126	2.23672
Trips and Excursions	1	16	3	18	17	32	61	114	9.22735* #
Parent Conferences	0	18	3	18	7	42	36	142	5.27581
Evaluation	1	17	1	20	6	42	25	153	2.33878
Standardized Testing	2	16	1	20	10	39	31	146	3.13698
Informal Testing	3	15	2	19	4	45	19	159	1.03764
Interpreting Data in Files	4	14	3	18	10	39	39	139	.68437
Group Reports	2	16	3	18	10	39	48	130	3.95234
Socio Dramas; Role Playing	3	15	4	17	25	22	84	94	13.11480** #
Book Reviews	1	15	2	18	8	41	37	138	3.52044
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	17	2	19	5	44	34	144	4.65568
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	0	18	0	21	1	48	9	169	2.75076
ABILITY TO HANDLE CLASSES	6	12	2	19	11	38	47	130	3.75535
Heterogeneous Classes	1	17	1	20	5	42	18	158	1.04851
Homogeneous Classes	0	18	1	20	3	42	8	163	1.27512
A. Fast Group	0	17	0	21	4	42	13	164	3.20813
B. Slow Group	2	15	7	14	12	35	45	132	2.37293
C. Average Group	0	18	1	20	3	46	7	171	1.30378
Ungraded Classes	1	16	4	16	14	33	68	101	10.96063* #

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Take Part

**Significant Differences .01 level ##Seldom or Never Takes Part

***Significant Differences .001 level

TABLE XI (Continued)

PART E									
ITEMS OF RESPONSE	Reading the English Journal								Chi-Square
	Always		Usually		Seldom		Never		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	11	62	12	81	7	33	19	44	8.29284* #
Drama	28	44	32	60	19	21	30	34	3.21069
Essay	25	48	39	54	24	16	28	36	7.05757
History, English Language	25	46	36	57	22	18	32	32	6.08753
Formal Grammar	11	61	7	85	3	37	12	52	5.78603
Linguistic Grammar	46	27	55	37	23	17	35	29	1.03824
Journalism	43	29	51	42	28	12	49	15	8.90077* ##
Library Science	35	37	49	42	25	15	37	27	2.33617
Speech Arts	16	57	25	68	19	21	25	39	10.47092* #
Basic Reading Skills	11	62	25	68	10	30	19	45	4.76211
Study Reading Skills	7	66	22	71	10	30	17	47	7.76414
Literary Reading Skills	8	65	9	84	10	30	17	47	11.67789** #
Mechanics and Usage	3	70	4	89	3	37	5	59	1.47939
Oral Communication	5	68	5	88	3	37	6	58	.94386
Written Communication	5	68	8	84	4	36	6	58	.43579
Formal Composition	12	61	21	72	9	31	14	49	1.16874
Creative Writing	17	56	26	67	14	26	30	34	9.87608* #
Critical Thinking	7	66	22	71	10	30	18	46	8.43445* #
Listening	9	63	8	83	5	34	8	56	.85810
Discussion Group Technique	10	62	30	63	10	30	15	48	7.47258
OWN TEACHING ABILITY									
Literature	10	63	9	84	8	31	15	49	6.37436
Drama	20	52	30	63	20	19	28	36	8.20657* #
Essay	21	52	40	53	24	16	25	39	10.75360* #
History, English Language	24	48	34	59	20	20	33	31	6.77794
Formal Grammar	10	63	10	83	3	37	6	58	1.22891
Linguistic Grammar	38	34	51	42	23	17	31	33	.98527
Journalism	43	29	57	36	32	8	48	16	7.99468* ##
Library Science	34	38	51	41	26	14	42	22	5.88952
Speech Arts	21	51	26	67	21	19	30	33	12.36748** #
Basic Reading Skills	12	60	24	69	11	29	19	45	3.59625
Study Reading Skills	8	64	20	62	10	30	19	45	7.48998
Literary Reading Skills	3	70	10	83	10	30	14	50	14.29660** #
Mechanics and Usage	3	69	5	88	2	38	6	58	1.87059
Oral Communication	5	68	5	87	8	32	8	56	8.03087* #
Written Communication	4	69	11	82	6	34	8	56	3.18593
Formal Composition	10	62	17	75	12	28	15	49	4.75607
Creative Writing	20	53	24	69	21	19	25	39	11.08631* #
Critical Thinking	14	58	28	65	16	24	28	36	10.61141* #
Listening	6	66	12	81	6	34	15	49	6.53214
Discussion Group Technique	8	65	26	67	11	29	26	38	15.80209** #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	17	55	34	58	15	24	21	43	4.05449
Team Teaching	38	34	49	43	23	16	31	33	1.09319
Teaching Machines	43	29	59	33	22	18	45	19	2.95023
Radio and Television	29	43	51	40	25	13	40	24	9.56803* ##
Other Programmed Learning	24	48	47	44	21	19	34	29	7.88071** #
Newspapers	13	59	25	67	14	26	19	45	4.47583
Trips and Excursions	14	57	32	61	14	25	23	39	6.19681
Parent Conferences	1	71	21	72	7	33	17	47	18.55425*** #
Evaluations	3	70	12	81	7	32	11	53	7.15789
Standardized Testing	6	67	17	76	7	33	14	49	5.40706
Informal Testing	5	68	7	86	9	31	7	57	8.13636* #
Interpreting Data in Files	10	62	19	74	7	33	20	44	6.59800
Group Reports	9	63	24	69	13	27	17	47	7.27360
Socio Dramas; Role Playing	16	57	36	56	26	13	38	26	29.65788*** #
Book Reviews	4	67	14	76	15	25	15	48	19.30814*** #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	72	3	90	1	39	5	59	4.36635
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	16	57	20	73	12	27	18	46	1.99521
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	5	65	10	81	3	37	7	57	1.03205
Homogeneous Classes	0	71	5	82	3	34	4	59	5.10568
A. Fast Group	1	70	8	84	3	35	5	59	4.10819
B. Slow Group	13	58	30	63	7	31	17	47	5.23710
C. Average Group	1	72	2	91	4	36	4	60	6.61604
Ungraded Classes	19	45	30	62	15	24	24	37	1.70705

NL - None or Little AO- Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Read Journals

**Significant Differences .01 level ##Seldom or Never Read Journals

***Significant Differences .001 level

TABLE XI (Continued)

PART F ITEMS OF RESPONSE	Contributing to the English Journal								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	1	7	1	6	5	23	41	183	.24390
Drama	5	3	3	3	13	15	88	136	2.34321
Essay	3	5	3	4	15	13	95	130	1.41995
History, English Language	2	6	4	2	16	12	93	131	4.90213
Formal Grammar	2	6	0	7	1	27	29	194	4.32199
Linguistic Grammar	2	6	3	4	15	13	138	86	5.55161
Journalism	3	5	3	3	18	10	147	78	3.12486
Library Science	1	7	2	5	19	9	123	99	9.67939* #
Speech Arts	2	6	1	6	12	16	69	156	2.86885
Basic Reading Skills	1	7	2	5	8	20	53	172	1.00675
Study Reading Skills	0	8	2	5	7	21	46	179	2.68878
Literary Reading Skills	1	7	0	7	7	21	35	190	3.11935
Mechanics and Usage	1	7	0	7	1	27	13	212	1.36783
Oral Communication	0	8	0	7	3	25	16	209	1.70324
Written Communication	1	7	0	7	1	27	21	203	1.88246
Formal Composition	1	7	1	6	6	22	48	176	.56692
Creative Writing	2	6	2	5	11	17	72	153	.86807
Critical Thinking	1	7	1	6	10	18	45	180	4.27678
Listening	1	7	0	7	5	22	24	198	2.34732
Discussion Group Technique	1	7	2	5	3	25	58	165	3.85612
OWN TEACHING ABILITY									
Literature	1	7	1	6	5	22	34	191	.27451
Drama	2	6	1	5	13	15	82	142	2.64292
Essay	2	6	3	4	14	14	90	135	1.87993
History, English Language	2	6	1	5	18	10	89	136	8.76845* #
Formal Grammar	1	7	1	6	2	26	24	201	.48461
Linguistic Grammar	3	5	2	4	15	13	122	103	1.83902
Journalism	3	5	3	3	18	10	155	70	4.39202
Library Science	4	4	3	3	18	10	127	97	.89322
Speech Arts	2	6	0	6	10	18	86	138	4.22895
Basic Reading Skills	1	7	1	5	8	20	55	170	1.07425
Study Reading Skills	1	7	1	5	7	21	47	177	.68469
Literary Reading Skills	0	8	0	7	5	23	30	195	2.83563
Mechanics and Usage	1	7	0	6	1	27	13	212	1.30373
Oral Communication	0	8	0	7	5	23	21	203	3.75185
Written Communication	2	6	1	6	3	25	23	202	1.83769
Formal Composition	2	6	0	6	5	23	47	177	1.80510
Creative Writing	1	7	2	5	10	18	77	148	1.77133
Critical Thinking	1	7	1	5	9	19	74	151	2.13072
Listening	2	6	1	5	4	24	32	193	.74220
Discussion Group Technique	0	8	1	6	4	24	64	161	6.03531
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	2	6	0	6	9	18	75	149	3.20320
Team Teaching	5	3	3	3	14	13	119	105	.32279
Teaching Machines	3	5	4	2	17	11	143	81	2.38553
Radio and Television	2	6	3	3	17	9	122	101	4.09973
Other Programmed Learning	3	5	4	3	14	14	104	117	.66701
Newspapers	2	6	1	5	10	18	57	167	1.65805
Trips and Excursions	1	7	2	4	7	20	71	151	1.72157
Parent Conferences	0	8	1	5	7	21	37	188	2.97459
Evaluation	0	8	1	6	3	24	28	197	1.18905
Standardized Testing	1	7	1	6	4	24	38	186	.25267
Informal Testing	2	6	0	7	3	25	23	202	2.64173
Interpreting Data in Files	1	7	0	6	4	24	51	174	3.08366
Group Reports	2	6	2	4	6	22	52	173	.41031
Socio Dramas; Role Playing	3	5	2	5	15	12	95	129	2.45250
Book Reviews	2	4	0	7	3	25	42	179	3.65941
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE ABILITY TO ORGANIZE AND CONTROL CLASSROOM ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	1	7	1	5	2	25	21	201	.57980
Homogeneous Classes	0	8	0	7	2	23	10	207	1.35958
A. Fast Group	0	7	0	7	2	24	15	208	1.05780
B. Slow Group	3	4	0	7	5	21	59	165	4.13795
C. Average Group	0	8	0	7	2	26	9	216	1.30499
Ungraded Classes	2	5	2	4	8	19	76	138	.48992

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Contribute

**Significant Differences .01 level ##Seldom Contribute

***Significant Differences .001 level

seldom contribute to The English Journal show the highest confidence with respect to one item (##).

Teachers who always or usually contribute to The English Journal seem to feel more confident than those who seldom or never contribute.

Summary -- Table XI

Teachers who pay dues to The English Council, attend national conferences and meetings, report to their own faculty, take part on programs, read the English Journal, and contribute to the Journal feel more confident than those teachers who do not.

Table XII

Part A - Paying Dues

Data shown in Table XII are in terms of participation in The Oklahoma Council of Teachers of English. Part A is in relation to paying dues to the state council. Two significant differences exist with respect to the respondents' feelings of academic competency; eight significant differences exist with respect to the respondents' confidence in their own teaching competency. Significant differences are indicated in the table by the starred items.

With respect to the ten items for which significant differences are shown, respondents who always or usually pay dues to The Oklahoma Council of Teachers of English show the highest confidence with respect to seven items (#), respondents who seldom or never pay dues show the highest confidence with respect to three items (##).

Respondents who always or usually pay dues to The Oklahoma Council of Teachers of English tend to feel more confident than the respondents who seldom or never pay dues.

Part B - Attending Meetings and Conferences

Data shown in Part B of Table XII are in relation to attending meetings and conferences of The Oklahoma Council of Teachers of English. Six significant differences exist with respect to the respondents' feelings of academic competence; thirteen significant differences exist with respect to the respondents' confidence in their own teaching competency. These significant differences are indicated in the table by the starred items.

With respect to the nineteen items for which significant differences are shown, respondents who always or usually attend meetings and conferences show the highest confidence with respect to fourteen items (#); respondents who seldom or never attend meetings and conferences show the highest confidence with respect to five items (##).

Respondents who always or usually attend meetings and conferences of The Oklahoma Council of Teachers of English indicate more confidence than respondents who seldom or never attend meetings and conferences.

Part C - Reporting to Own Faculty on Meetings Attended

Data shown in Part C of Table XII are in terms of reporting to one's own faculty on attended meetings of The Oklahoma Council of Teachers of English. Fifteen significant differences exist with respect to the teacher's confidence in their own academic competence; three significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by the starred items.

With respect to the eighteen items for which significant differences are shown, teachers who always or usually report to their own faculty on meetings attended show the highest confidence with respect to fifteen

items (#); teachers who seldom or never report to their own faculty on meetings attended show the highest confidence with respect to three items (##).

Teachers who always or usually report to their own faculty on attended meetings of The Oklahoma Council of Teachers of English feel more confident than those teachers who seldom or never report on meetings.

Part D - Taking Part on Programs

Data shown in Part D of Table XII are in relation to taking part on programs for The Oklahoma Council of Teachers of English. Four significant differences exist with respect to the teachers' feelings of academic competence; five significant differences exist with respect to the teachers' confidence in their teaching competency. These significant differences are indicated in the table by the starred items.

With respect to the nine items for which significant differences are shown, teachers who always or usually take part on programs show the highest confidence with respect to eight items (#); teachers who never take part on programs show the highest confidence with respect to one item (##).

Teachers who always or usually take part on programs of The Oklahoma Council of Teachers of English seem to feel more confident than the teachers who seldom or never take part on programs.

Part E - Reading the Oklahoma English Bulletins

Data shown in Part E of Table XII are in terms of reading the Oklahoma English Bulletins published by The Oklahoma Council of Teachers of English. Six significant differences exist with respect to the respondents' feelings of academic competence; ten significant differences exist with

respect to the respondents' confidence in their own teaching competency. Significant differences are shown in the table by asterisks.

With respect to the sixteen items for which significant differences are shown, respondents who always or usually read the Oklahoma English Bulletin show the highest confidence with respect to nine items (#); respondents who seldom or never read the bulletin show highest confidence with respect to five items (##). With respect to two items, Discussion Group Techniques and Standardized Testing, teachers who always or usually read the English Bulletins show greater confidence than those who seldom or never read them.

Respondents who always or usually read the Oklahoma English Bulletin tend to feel more confident than respondents who seldom or never read The Bulletin.

Part E - Contributing to the Newsletter of The Oklahoma Council of Teachers of English

Data shown in Part F of Table XII are in terms of contributing to the Newsletter, a publication of the Oklahoma Council of Teachers of English. Four significant differences exist with respect to the teachers' feelings of academic competence; four significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the eight items for which significant differences are shown, teachers who always or usually contribute to the Newsletter show the highest confidence with respect to five items (#); teachers who seldom or never contribute to the Newsletter show the highest confidence with respect to three items (##).

In general, teachers who always or usually contribute to the OCTE Newsletter feel more confident than teachers who seldom or never contribute.

Summary - Table XII

Teachers who always or usually pay dues to the Oklahoma Council of Teachers of English, attend the meetings and conferences, report to their own faculties on such meetings, take part on the programs, read the Oklahoma English Bulletin, and contribute to the OCTE Newsletter feel more confident than those teachers who seldom or never do so.

Table XIII

Part A - Undergraduate Major or Majors

Data shown in Table XIII are in terms of undergraduate and graduate major or majors. Part A is concerned with undergraduate major or majors. A study of the data given in the table reveals that five significant differences exist among the respondents with respect to their feelings of academic competence and that six significant differences exist among the respondents with respect to their confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the eleven items for which significant differences are shown, respondents who have English majors show the highest confidence with respect to two items (#); teachers who have other majors show the highest confidence with respect to nine items (##).

When significant differences exist, teachers who have majors in subjects other than English, at the undergraduate level, indicate more confidence than teachers who have English majors.

TABLE XII
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF PARTICIPATION IN
THE OKLAHOMA COUNCIL OF TEACHERS IN ENGLISH

PART A

ITEMS OF RESPONSE	Paying Dues								Chi-Square
	Always		Usually		Seldom		Never		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	13	94	12	38	5	17	19	69	4.70877
Drama	35	71	25	25	12	10	36	52	6.13561
Essay	45	63	19	31	12	10	39	49	1.84726
History, English Language	40	66	23	27	12	10	39	49	2.64086
Formal Grammar	11	95	4	46	1	21	17	71	6.41460
Linguistic Grammar	73	35	29	21	12	10	43	44	6.78037
Journalism	56	51	34	16	15	7	64	24	9.60348* ##
Library Science	54	51	21	29	15	7	55	33	7.48291
Speech Arts	23	85	18	32	11	11	32	56	10.15905* #
Basic Reading Skills	22	86	10	40	6	16	27	61	3.46742
Study Reading Skills	17	91	13	37	5	17	21	67	3.03800
Literary Reading Skills	10	98	11	39	4	18	19	69	6.93456
Mechanics and Usage	4	104	6	44	0	22	5	83	5.91789
Oral Communication	6	102	3	47	1	21	9	79	2.00742
Written Communication	7	100	6	44	0	22	10	78	4.23051
Formal Composition	20	88	10	40	4	18	21	66	1.04154
Creative Writing	32	76	14	36	9	13	32	56	2.17623
Critical Thinking	16	92	12	38	7	15	22	66	5.10303
Listening	13	94	7	42	2	19	8	79	.95764
Discussion Group Technique	22	86	15	34	2	20	26	61	6.18359
OWN TEACHING ABILITY									
Literature	11	96	10	40	6	16	15	73	5.41103
Drama	28	78	22	28	14	8	33	55	12.89749** #
Essay	40	68	21	29	12	10	36	52	2.38481
History, English Language	40	67	23	27	10	12	37	51	1.30933
Formal Grammar	9	99	8	42	0	22	12	76	5.47466
Linguistic Grammar	61	46	24	26	13	9	44	44	1.83511
Journalism	61	46	35	15	15	7	67	21	8.31451* ##
Library Science	56	50	26	24	13	9	56	32	2.87278
Speech Arts	29	78	18	32	11	11	38	49	7.76450
Basic Reading Skills	22	85	13	37	6	16	25	63	1.75935
Study Reading Skills	19	87	11	39	6	16	21	67	1.53890
Literary Reading Skills	7	101	10	40	4	18	16	72	8.25096* #
Mechanics and Usage	4	103	5	45	0	22	7	81	4.39430
Oral Communication	8	99	5	45	2	20	11	77	1.40067
Written Communication	9	99	7	43	0	22	13	75	5.30980
Formal Composition	18	88	9	41	3	19	23	65	3.36517
Creative Writing	32	76	15	35	10	12	33	55	3.03999
Critical Thinking	34	73	17	33	6	16	27	61	.35814
Listening	15	92	6	44	2	20	15	73	1.25505
Discussion Group Technique	23	85	12	38	2	20	33	55	10.63049* ##
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	30	77	20	30	6	15	29	58	2.42352
Team Teaching	56	51	27	23	11	10	45	42	.06713
Teaching Machines	66	40	33	17	13	9	56	32	.37500
Radio and Television	56	49	28	20	13	9	46	42	.70306
Other Programmed Learning	50	56	21	28	12	10	42	45	.88495
Newspapers	27	79	14	36	5	17	24	64	.29975
Trips and Excursions	27	78	16	34	5	17	33	53	4.29429
Parent Conferences	13	94	9	41	4	18	18	70	2.59809
Evaluation	6	102	3	47	5	16	18	70	14.69787** #
Standardized Testing	11	97	6	44	4	17	23	65	9.90070* #
Informal Testing	11	97	2	48	6	16	9	79	8.89052* #
Interpreting Data in Files	23	84	6	44	4	18	22	66	3.43367
Group Reports	26	81	11	39	5	17	20	68	.12660
Socio Dramas; Role Playing	39	68	22	28	12	9	41	47	4.07200
Book Reviews	16	90	6	42	7	15	19	67	5.32036
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	3	105	1	49	0	22	6	82	3.87765
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	19	88	16	34	6	16	24	64	4.62417
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	8	96	3	46	5	17	9	79	5.57363
Homogeneous Classes	2	102	1	45	3	18	6	80	7.79704
A. Fast Group	4	102	5	44	2	19	6	82	2.75559
B. Slow Group	19	88	14	35	4	17	29	59	6.70927
C. Average Group	4	104	2	48	2	20	2	86	2.29075
Ungraded Classes	32	68	14	33	9	13	31	54	1.24943

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Pay Dues

**Significant Differences .01 level ##Seldom or Never Pay Dues

***Significant Differences .001 level

TABLE XII (Continued)

ITEMS OF RESPONSE	Attending Meetings and Conferences								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	4	55	22	73	6	37	17	52	9.08470* #
Drama	21	38	35	59	22	21	30	39	3.27471
Essay	25	35	41	54	17	26	32	37	.57536
History, English Language	31	28	33	61	20	23	30	39	4.80379
Formal Grammar	6	53	8	86	2	41	16	53	11.58522** ##
Linguistic Grammar	36	24	62	33	24	19	35	33	3.33995
Journalism	29	30	58	37	35	8	49	20	13.16103** ##
Library Science	32	27	43	51	26	16	44	25	6.21711
Speech Arts	11	49	28	67	16	27	29	40	9.20202* #
Basic Reading Skills	10	50	23	72	12	31	20	49	3.02452
Study Reading Skills	8	52	22	73	10	33	16	53	2.72569
Literary Reading Skills	6	54	16	79	6	37	16	53	4.29502
Mechanics and Usage	2	58	5	90	4	39	4	65	1.71819
Oral Communication	4	56	6	89	3	40	6	63	.37211
Written Communication	1	59	11	84	1	41	10	59	9.80777* #
Formal Composition	5	55	27	68	7	36	17	51	10.17064* #
Creative Writing	12	48	34	61	16	27	25	44	5.60645
Critical Thinking	8	52	22	73	8	35	18	51	3.62061
Listening	6	54	15	78	4	38	5	63	3.42283
Discussion Group Technique	8	52	28	66	10	33	17	51	5.54756
OWN TEACHING ABILITY									
Literature	4	56	17	77	8	35	13	56	4.86750
Drama	17	42	30	65	25	18	26	43	11.16827* #
Essay	20	40	40	55	20	23	29	40	2.07540
History, English Language	27	32	33	62	20	23	30	39	2.78806
Formal Grammar	3	57	13	82	0	43	12	57	11.50056** ##
Linguistic Grammar	27	32	55	40	24	19	35	34	2.43443
Journalism	31	28	63	32	35	8	50	19	10.59750* ##
Library Science	32	27	44	50	30	13	46	23	9.66399* ##
Speech Arts	15	44	29	66	22	21	32	36	11.75416** #
Basic Reading Skills	8	51	22	73	17	26	18	51	9.27494* #
Study Reading Skills	8	51	20	75	12	30	17	52	3.86114
Literary Reading Skills	2	58	11	84	8	35	15	54	10.59270* #
Mechanics and Usage	2	57	5	90	3	40	5	64	1.06577
Oral Communication	3	57	9	85	4	39	10	59	3.30781
Written Communication	4	56	12	83	3	40	10	59	3.00794
Formal Composition	7	52	21	73	8	35	18	51	4.32819
Creative Writing	14	46	34	61	16	27	26	43	3.79759
Critical Thinking	11	48	38	57	15	28	21	48	7.87838* #
Listening	9	50	12	83	6	37	12	57	.75760
Discussion Group Technique	12	48	22	73	12	31	23	46	3.54190
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	13	46	39	56	11	31	24	44	7.04255
Team Teaching	28	31	53	42	22	20	37	31	1.08516
Teaching Machines	37	22	58	36	24	19	48	21	2.29892
Radio and Television	24	35	59	33	24	18	37	32	8.11792* #
Other Programmed Learning	25	34	44	50	23	19	33	35	1.55685
Newspapers	13	46	26	68	13	30	18	51	.98374
Trips and Excursions	15	43	31	62	10	33	25	43	3.21854
Parent Conferences	8	51	16	79	6	37	16	53	2.60055
Evaluation	4	56	9	86	8	34	12	57	5.85335
Standardized Testing	7	53	14	81	5	37	18	51	6.46510
Informal Testing	5	55	8	87	4	39	10	59	1.99545
Interpreting Data in Files	14	45	18	77	7	36	17	52	1.63068
Group Reports	16	43	19	76	14	29	14	55	3.41165
Socio Dramas; Role Playing	19	41	33	61	28	14	35	34	16.75793*** #
Book Reviews	8	51	10	84	10	32	19	48	10.09647* #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	6	54	11	84	7	36	18	51	8.31425* #
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	2	58	0	95	2	41	6	63	8.51299* #
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	11	49	18	77	16	26	20	49	7.77733
Homogeneous Classes									
A. Fast Group	3	56	9	83	6	36	7	62	2.48820
B. Slow Group	1	59	5	83	2	40	4	63	1.67347
C. Average Group	2	58	6	87	5	36	4	65	3.25078
Ungraded Classes	13	47	25	68	8	34	21	48	2.36785
	2	58	6	89	1	42	2	67	1.86468
	15	41	31	58	18	24	23	44	2.78366

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Attend Meetings

**Significant Differences .01 level ##Seldom or Never Attend Meetings

***Significant Differences .001 level

TABLE XII (Continued)

ITEMS OF RESPONSE	Reporting to Own Faculty on Meetings Attended								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	3	36	11	28	13	51	22	101	5.63007
Drama	13	26	19	20	32	30	45	79	5.91036
Essay	15	24	18	21	25	39	57	67	1.32880
History, English Language	15	24	15	23	24	39	59	65	2.19874
Formal Grammar	5	32	3	36	4	60	20	104	4.72648
Linguistic Grammar	25	14	23	16	38	26	70	53	.64294
Journalism	18	21	18	21	47	16	86	38	15.35167** ##
Library Science	17	21	21	18	29	33	76	48	5.26129
Speech Arts	5	34	9	30	19	45	50	74	12.21130** #
Basic Reading Skills	7	32	12	27	12	52	34	90	3.45434
Study Reading Skills	5	34	13	26	12	52	26	98	5.33376
Literary Reading Skills	6	33	8	31	9	55	20	104	.77039
Mechanics and Usage	1	38	3	36	6	58	5	119	3.28237
Oral Communication	0	39	4	35	5	59	10	114	3.77209
Written Communication	0	39	4	35	4	59	15	109	6.08777
Formal Composition	4	35	11	28	14	50	27	96	4.00918
Creative Writing	7	32	14	25	22	42	43	81	4.34834
Critical Thinking	4	35	12	27	13	51	28	96	5.05729
Listening	3	36	8	30	9	54	10	112	5.77212
Discussion Group Technique	2	37	17	22	11	52	34	89	18.05931*** #
OWN TEACHING ABILITY									
Literature	3	36	8	31	12	52	19	104	3.00027
Drama	10	28	18	21	30	33	40	84	7.49494
Essay	15	24	17	22	27	37	50	74	.27284
History, English Language	17	22	14	25	24	39	55	69	1.29139
Formal Grammar	4	35	4	35	5	59	15	109	.83120
Linguistic Grammar	22	17	17	22	34	29	67	57	1.64153
Journalism	20	19	23	16	44	19	90	34	7.44184
Library Science	19	19	17	22	31	32	83	41	10.16258* ##
Speech Arts	3	36	10	29	25	38	58	65	22.28132*** #
Basic Reading Skills	7	32	10	29	13	50	36	88	2.76392
Study Reading Skills	4	35	14	25	10	52	29	95	9.00359* #
Literary Reading Skills	1	38	5	34	8	56	22	102	5.96223
Mechanics and Usage	2	37	2	37	1	62	10	114	3.34076
Oral Communication	1	38	4	35	6	57	15	109	3.06145
Written Communication	3	36	5	34	6	58	15	109	.89726
Formal Composition	4	35	8	31	13	49	29	95	3.15839
Creative Writing	9	30	15	24	18	46	47	77	4.24443
Critical Thinking	7	32	20	19	19	44	39	85	10.30406* #
Listening	4	35	7	32	5	58	22	102	4.21432
Discussion Group Technique	5	34	13	26	11	53	40	84	9.73246* #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	9	30	19	20	12	50	46	77	12.43920** ##
Team Teaching	19	20	24	15	27	35	70	53	4.40395
Teaching Machines	21	18	26	13	36	26	84	40	3.47350
Radio and Television	16	23	26	12	30	31	72	51	7.30109
Other Programmed Learning	15	23	23	16	26	36	61	62	4.02046
Newspapers	5	34	11	28	15	48	39	84	5.74948
Trips and Excursions	7	32	12	27	16	45	46	76	6.31577
Parent Conferences	2	37	8	31	7	56	28	96	8.52942* #
Evaluation	2	37	3	36	4	59	23	101	9.31761* #
Standardized Testing	2	37	4	35	9	54	29	95	9.20878* #
Informal Testing	5	34	4	35	6	58	13	111	.31127
Interpreting Data in Files	5	34	11	28	10	53	30	94	4.53002
Group Reports	5	34	10	29	14	49	33	91	3.30780
Socio Dramas; Role Playing	9	30	16	23	31	31	59	65	8.61858* #
Book Reviews	1	37	7	32	9	54	31	90	11.21359* #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	39	1	38	3	61	6	118	2.22905
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	5	34	5	34	20	44	36	87	8.72011* #
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	0	38	2	36	4	58	19	104	10.43349* #
Homogeneous Classes	0	36	2	36	1	59	9	112	5.05405
A. Fast Group	0	39	3	35	4	57	10	114	3.33801
B. Slow Group	10	29	8	30	10	52	38	86	5.02004
C. Average Group	0	39	1	38	5	59	5	119	4.11145
Ungraded Classes	5	32	10	27	23	39	49	68	11.14687* #

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Report

**Significant Differences .01 level ##Seldom or Never Report

***Significant Differences .001 level

TABLE XII (Continued)

ITEMS OF RESPONSE	Taking Part on Programs								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
PART D									
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	1	17	5	13	11	50	32	137	3.06704
Drama	6	12	8	10	30	30	65	104	2.98011
Essay	4	14	14	4	24	37	74	96	12.35291** #
History, English Language	4	14	12	6	22	38	76	93	8.53258* #
Formal Grammar	3	15	2	16	5	56	22	146	1.40204
Linguistic Grammar	12	6	10	8	36	25	99	70	.53802
Journalism	6	12	11	7	39	22	114	55	8.27845* ##
Library Science	6	11	9	9	34	26	95	74	2.98961
Speech Art	0	18	6	12	16	45	62	108	11.04450* #
Basic Reading Skills	5	13	7	11	10	51	43	127	4.35962
Study Reading Skills	4	14	6	12	10	51	36	134	2.45218
Literary Reading Skills	2	16	6	12	9	52	27	143	4.26767
Mechanics and Usage	2	16	2	16	3	58	8	162	2.37176
Oral Communication	1	17	1	17	3	58	14	156	.90079
Written Communication	1	17	3	15	1	59	18	152	6.19552
Formal Composition	3	15	5	13	10	51	38	131	1.70354
Creative Writing	4	14	6	12	20	41	57	113	.95468
Critical Thinking	2	16	3	15	12	49	40	130	1.94215
Listening	3	15	3	15	7	52	17	151	1.27347
Discussion Group Technique	4	14	7	11	11	50	42	126	3.48348
OWN TEACHING ABILITY									
Literature	1	17	3	15	11	50	27	142	1.66355
Drama	4	14	5	13	31	30	58	110	7.78446
Essay	3	15	14	4	25	36	68	102	14.51554** #
History, English Language	3	15	8	10	27	34	72	97	4.91584
Formal Grammar	1	17	4	14	6	55	17	153	3.17752
Linguistic Grammar	10	8	11	7	29	32	91	78	1.30095
Journalism	5	13	12	6	42	19	119	50	13.49278** #
Library Science	9	9	10	8	30	31	102	66	2.84227
Speech Arts	2	16	3	15	18	43	74	94	13.45925** #
Basic Reading Skills	4	14	7	11	11	50	44	125	3.61498
Study Reading Skills	3	15	8	10	11	49	35	134	6.28071
Literary Reading Skills	0	18	3	15	7	54	26	144	3.65031
Mechanics and Usage	1	17	1	17	2	59	11	158	.87945
Oral Communication	0	18	1	17	6	54	19	151	2.69566
Written Communication	3	15	4	14	2	59	20	150	6.79209
Formal Composition	3	15	6	12	9	51	36	133	3.17328
Creative Writing	5	13	6	12	17	44	62	108	1.79578
Critical Thinking	2	16	6	12	20	41	57	112	3.87604
Listening	3	15	3	15	5	56	27	142	2.40813
Discussion Group Technique	1	17	6	12	11	50	51	119	7.86726* #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	3	15	6	12	17	43	60	108	3.32402
Team Teaching	9	9	11	7	26	34	94	74	3.37922
Teaching Machines	10	8	10	8	36	24	111	58	1.60877
Radio and Television	7	11	10	7	30	30	97	70	3.23527
Other Programmed Learning	5	13	9	9	28	32	83	84	3.19342
Newspapers	2	16	4	14	15	46	49	119	3.09060
Trips and Excursions	3	14	3	15	18	43	57	109	4.07899
Parent Conferences	0	18	3	15	8	53	34	135	5.52554
Evaluation	0	18	1	17	8	52	23	147	3.63194
Standardized Testing	2	16	1	17	8	52	33	137	3.41995
Informal Testing	3	15	2	16	5	56	18	152	1.08244
Interpreting Data in Files	6	12	5	13	11	50	34	135	2.54660
Group Reports	2	16	4	14	10	51	46	123	4.58749
Socio Dramas; Role Playing	2	16	6	12	28	31	79	91	9.43035* #
Book Reviews	0	17	3	14	8	53	37	130	6.56437
KNOWLEDGE OF MATERIALS, SOURCES OR MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	17	2	16	5	56	34	136	6.64513
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	0	18	0	18	2	59	8	162	1.87272
ABILITY TO HANDLE CLASSES	4	14	3	15	12	49	47	122	2.38324
Heterogeneous Classes	0	18	1	17	5	54	19	148	2.95968
Homogeneous Classes	0	18	1	17	3	54	8	155	.97561
A. Fast Group	0	18	0	18	3	55	14	155	3.57383
B. Slow Group	5	13	5	13	10	49	46	123	2.63148
C. Average Group	0	18	1	17	3	58	7	163	.96575
Ungraded Classes	2	14	6	11	16	44	63	98	6.60424

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Take Part

**Significant Differences .01 level ##Never Take Part

***Significant Differences .001 level

TABLE XII (Continued)

PART F ITEMS OF RESPONSE	Reading the Oklahoma English Bulletins								Chi-Square
	Always		Usually		Seldom		Never		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	9	77	19	71	4	25	17	44	8.09228* #
Drama	27	59	38	51	15	14	29	32	5.83559
Essay	29	58	41	49	15	14	30	31	5.40511
History, English Language	30	55	38	52	16	13	30	31	4.78469
Formal Grammar	9	76	9	81	1	28	14	47	9.09095* ##
Linguistic Grammar	62	25	48	41	17	12	30	31	8.78920* #
Journalism	47	39	50	40	21	8	52	9	18.86815*** ##
Library Science	46	39	39	50	21	8	38	23	9.34756* ##
Speech Arts	17	70	31	59	11	18	25	36	9.23327* ##
Basic Reading Skills	15	72	23	67	8	21	19	42	4.15324
Study Reading Skills	13	74	23	67	7	22	13	48	3.22860
Literary Reading Skills	11	76	13	77	6	23	14	47	3.43032
Mechanics and Usage	4	83	7	83	1	28	3	58	1.27640
Oral Communication	6	81	6	84	2	27	5	56	1.4373
Written Communication	5	82	10	79	1	28	7	54	3.29145
Formal Composition	13	74	24	65	5	24	14	47	4.21256
Creative Writing	23	64	25	65	12	17	26	35	6.28353
Critical Thinking	12	75	24	66	6	23	15	46	4.86299
Listening	11	75	12	76	2	26	5	56	1.72160
Discussion Group Technique	15	72	25	64	5	24	20	40	6.44999
OWN TEACHING ABILITY									
Literature	10	77	15	74	5	24	12	49	2.02055
Drama	23	63	34	55	17	12	24	37	9.89722* #
Essay	27	60	41	49	15	14	26	35	5.79331
History, English Language	28	58	36	54	15	14	30	31	5.63792
Formal Grammar	7	80	13	77	1	28	8	53	3.87169
Linguistic Grammar	49	37	45	45	18	11	29	32	2.55846
Journalism	50	36	56	34	22	7	51	10	12.66876** ##
Library Science	48	37	43	47	21	8	39	22	7.13974
Speech Arts	26	60	29	61	14	15	28	32	6.56974
Basic Reading Skills	17	69	22	68	10	19	17	44	2.93896
Study Reading Skills	15	71	19	70	8	21	15	46	1.82138
Literary Reading Skills	5	82	14	76	6	23	12	49	7.87302* #
Mechanics and Usage	4	82	6	84	1	28	5	56	1.20213
Oral Communication	8	79	6	83	4	25	8	53	2.26416
Written Communication	5	82	13	77	1	28	10	51	7.11803
Formal Composition	13	73	18	71	5	24	18	43	4.77865
Creative Writing	26	61	26	64	11	18	27	34	4.77668
Critical Thinking	29	58	27	63	9	20	21	40	3.5521
Listening	11	75	10	80	5	24	12	49	2.54996
Discussion Group Technique	18	69	21	69	6	23	25	36	9.09520*
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	28	58	27	62	10	18	21	40	4.2376
Team Teaching	46	40	46	43	18	10	29	32	2.21679
Teaching Machines	53	33	57	32	17	12	41	20	7.9999
Radio and Television	42	44	46	40	20	9	36	25	4.08117
Other Programmed Learning	34	52	44	44	16	13	31	29	3.51044
Newspapers	18	67	24	66	11	18	17	44	3.24793
Trips and Excursions	19	66	31	57	10	19	22	38	4.73594
Parent Conferences	9	77	17	73	6	23	13	48	3.92776
Evaluation	6	81	8	82	5	23	13	48	8.86934* #
Standardized Testing	6	81	15	75	6	22	17	44	12.01734** #
Informal Testing	8	79	8	82	5	24	7	54	1.87236
Interpreting Data in Files	17	69	16	74	7	22	16	45	1.81590
Group Reports	16	70	21	69	12	17	13	48	6.49841
Socio Dramas; Role Playing	26	61	39	50	17	11	33	28	12.73506** #
Book Reviews	9	77	16	72	9	19	14	46	8.12997* #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	10	77	11	79	5	24	16	45	7.13582
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	3	84	2	88	0	29	5	56	5.08168
ABILITY TO HANDLE CLASSES	14	72	23	67	8	21	21	40	6.52516
Heterogeneous Classes	7	77	9	79	4	25	5	56	9.2512
Homogeneous Classes	1	84	5	79	3	23	3	57	5.37039
A. Fast Group	2	85	9	79	4	23	2	59	8.69555* #
B. Slow Group	17	70	22	67	7	20	19	42	2.63536
C. Average Group	2	85	3	87	4	25	2	59	7.85017* #
Ungraded Classes	29	53	27	56	9	20	22	38	4.4310

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Read Bulletins

**Significant Differences .01 level ##Seldom or Never Read Bulletins

***Significant Differences .001 level

TABLE XII (Continued)

ITEMS OF RESPONSE	Contributing to the OCTE Newsletter								Chi-Square
	Always		Usually		Seldom		Never		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	0	5	3	3	5	28	41	182	5.36024
Drama	3	2	4	2	15	18	87	135	2.95225
Essay	2	3	4	2	16	17	94	130	1.88080
History, English Language	2	3	3	3	14	19	96	126	.14205
Formal Grammar	1	4	0	6	1	32	30	192	4.10790
Linguistic Grammar	2	3	4	2	19	14	133	90	.95539
Journalism	2	3	3	3	18	15	148	75	3.58504
Library Science	0	5	3	3	22	11	120	101	8.01297* #
Speech Arts	0	5	4	2	11	22	70	154	5.76890
Basic Reading Skills	0	5	3	3	6	27	56	168	4.49605
Study Reading Skills	0	5	3	3	5	28	48	176	5.09276
Literary Reading Skills	1	4	3	3	5	28	35	189	5.11895
Mechanics and Usage	1	4	2	4	2	31	10	214	11.25630* ##
Oral Communication	0	5	1	5	2	31	16	208	1.27101
Written Communication	0	5	1	5	0	33	22	201	4.51967
Formal Composition	1	4	3	3	5	28	47	176	3.72907
Creative Writing	1	4	2	4	9	24	75	149	.86789
Critical Thinking	0	5	3	3	7	26	47	177	4.31959
Listening	0	5	3	3	4	28	23	198	9.77505* #
Discussion Group Technique	0	5	5	1	4	29	55	167	15.75779** #
OWN TEACHING ABILITY									
Literature	1	4	2	4	5	28	34	189	1.51900
Drama	1	4	3	3	14	19	80	142	1.55986
Essay	1	4	3	3	13	20	93	131	1.17185
History, English Language	1	4	2	4	16	17	92	131	1.78400
Formal Grammar	1	4	2	4	2	31	23	201	4.53295
Linguistic Grammar	2	3	3	3	16	17	121	102	.76986
Journalism	2	3	4	2	20	13	153	70	2.52185
Library Science	2	3	4	2	18	15	128	94	.93715
Speech Arts	1	4	3	3	11	22	83	139	1.25892
Basic Reading Skills	0	5	3	3	6	27	57	166	4.54521
Study Reading Skills	0	5	3	3	5	28	49	173	5.09959
Literary Reading Skills	0	5	2	4	3	30	31	193	3.38611
Mechanics and Usage	1	4	2	4	2	31	10	213	11.19525* ##
Oral Communication	0	5	2	4	4	29	20	203	4.70332
Written Communication	1	4	2	4	1	32	25	199	5.69004
Formal Composition	1	4	1	5	5	28	47	175	.69400
Creative Writing	1	4	3	3	10	23	76	148	1.30976
Critical Thinking	0	5	5	1	10	23	71	152	9.62660* #
Listening	1	4	4	2	2	31	32	191	15.09782** ##
Discussion Group Technique	0	5	3	3	3	30	64	160	9.19751* #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	1	4	2	4	9	23	75	147	.78673
Team Teaching	3	2	4	2	16	16	118	104	.66170
Teaching Machines	1	4	3	3	22	11	142	80	4.68540
Radio and Television	1	4	3	2	14	19	127	93	5.29607
Other Programmed Learning	1	4	2	4	16	17	107	113	2.11953
Newspapers	1	4	1	5	5	28	64	158	3.18677
Trips and Excursions	1	4	2	4	7	26	72	147	2.12609
Parent Conferences	0	5	1	5	5	28	40	183	1.22043
Evaluation	0	5	0	6	5	27	28	196	1.87037
Standardized Testing	0	5	0	6	3	29	41	183	3.88542
Informal Testing	1	4	0	6	3	30	24	200	1.26956
Interpreting Data in Files	0	5	2	4	4	29	50	173	3.72227
Group Reports	1	4	0	6	5	28	57	166	3.67158
Socio Dramas; Role Playing	1	4	3	3	11	21	101	122	2.59917
Book Reviews	0	4	0	6	2	31	46	174	6.56125
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	5	0	6	1	32	9	215	.52269
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	3	2	3	3	5	28	55	168	7.02890
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	0	5	0	6	3	29	22	198	1.21858
Homogeneous Classes	0	5	0	6	1	29	11	205	.74602
A. Fast Group	0	5	0	6	1	30	16	206	1.50569
B. Slow Group	2	3	1	5	4	27	60	163	3.63496
C. Average Group	0	5	0	6	2	31	9	215	.79590
Ungraded Classes	0	5	1	5	9	23	78	134	4.54592

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #Always or Usually Contribute

**Significant Differences .01 level ##Seldom or Never Contribute

***Significant Differences .001 level

Part B - Graduate Major or Majors

Data shown in Part B of Table XIII are in terms of graduate major or majors. Four significant differences exist with respect to the respondents' feelings of academic competency; one significant difference exists with respect to the respondents' feelings of confidence in teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the five items for which significant differences are shown, respondents who have majored in English show the highest confidence with respect to three items (#); respondents who have majored in other subjects show the highest confidence with respect to two items (##).

When significant differences exist, the teachers at the graduate level who have majored in English seem to feel more confident than the teachers who have majored in other subjects.

Summary - Table XIII

Teachers who have majors in subjects other than English at the undergraduate level feel more confident than teachers who have majored in English. Teachers, at the graduate level, who have majored in English feel more confident than teachers who have majored in other subjects.

Table XIV

Part A - Undergraduate Minor or Minors

Data shown in Table XIV are in terms of undergraduate and graduate minor or minors. Part A is concerned with undergraduate minor or minors. A study of the data presented in the table reveals that no significant differences exist among the respondents with respect to their feelings of

TABLE XIII
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF UNDERGRADUATE
AND GRADUATE MAJOR OR MAJORS

ITEMS OF RESPONSE	Undergraduate				Chi-Square
	English		Others		
	NL	AO	NL	AO	
CONFIDENCE IN:					
OWN ACADEMIC COMPETENCE					
Literature	26	75	22	138	5.93315* ##
Drama	43	58	63	96	.22283
Essay	50	51	63	98	2.72345
History, English Language	44	56	67	93	.11357
Formal Grammar	13	86	19	142	.10048
Linguistic Grammar	62	39	92	68	.38655
Journalism	74	27	91	69	7.15497** #
Library Science	54	46	87	72	.01272
Speech Arts	34	67	48	113	.42777
Basic Reading Skills	25	76	38	123	.04494
Study Reading Skills	18	83	35	126	.59021
Literary Reading Skills	17	84	25	136	.07837
Mechanics and Usage	5	96	9	152	.05019
Oral Communication	9	92	9	152	1.06974
Written Communication	12	89	10	150	2.54367
Formal Composition	31	70	23	137	10.04743** ##
Creative Writing	40	61	43	118	4.76891* ##
Critical Thinking	26	75	29	132	2.23610
Listening	12	88	18	141	.02765
Discussion Group Technique	30	70	31	129	3.86872* ##
OWN TEACHING ABILITY					
Literature	26	74	15	146	12.96642*** ##
Drama	41	60	54	105	1.17151
Essay	46	55	60	101	1.76528
History, English Language	41	60	66	94	.01101
Formal Grammar	14	87	13	148	2.24854
Linguistic Grammar	62	39	77	83	4.37390* #
Journalism	74	27	100	60	3.23019
Library Science	59	41	87	73	.53463
Speech Arts	44	57	50	109	3.92920* ##
Basic Reading Skills	24	77	40	120	.05124
Study Reading Skills	19	82	35	124	.38452
Literary Reading Skills	17	84	18	143	1.71273
Mechanics and Usage	7	94	6	154	1.32351
Oral Communication	14	87	11	149	3.48927
Written Communication	15	86	12	149	3.67496
Formal Composition	29	72	22	137	8.66903** ##
Creative Writing	39	62	47	114	2.49839
Critical Thinking	36	65	47	113	1.12181
Listening	17	84	21	139	.68385
Discussion Group Technique	33	68	34	127	4.35409* ##
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	33	68	52	107	.00002
Team Teaching	51	50	87	72	.44205
Teaching Machines	57	44	107	52	3.12775
Radio and Television	52	46	88	71	.12761
Other Programmed Learning	44	55	77	82	.38870
Newspapers	29	71	38	122	.88670
Trips and Excursions	26	73	54	104	1.77835
Parent Conferences	14	86	17	144	.69782
Standardized Testing	15	86	25	135	.02854
Informal Testing	8	93	18	143	.73759
Interpreting Data in Files	17	84	37	123	1.49443
Group Reports	23	78	38	122	.03304
Socio Dramas; Role Playing	49	52	62	97	2.28855
Book Reviews	25	75	19	137	7.03698** ##
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	19	82	21	140	1.59641
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	3	98	6	155	.10705
ABILITY TO HANDLE CLASSES	23	77	40	121	.11463
Heterogeneous Classes	11	88	13	145	.59762
Homogeneous Classes	5	91	6	148	.24208
A. Fast Group	4	95	11	147	.94529
B. Slow Group	24	75	41	118	.07714
C. Average Group	2	99	9	152	2.01077
Ungraded Classes	32	65	54	97	.20032

NL - None or Little AO - Adequate or Outstanding
Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.
*Significant Differences .05 level #English Major
**Significant Differences .01 level ##Other Majors
***Significant Differences .001 level

TABLE XIII (Continued)

PART B ITEMS OF RESPONSE	Graduate				Chi-Square
	English		Others		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	13	63	8	60	.82173
Drama	32	42	17	51	5.21860* ##
Essay	26	50	28	40	.74303
History, English Language	34	41	26	41	.61792
Formal Grammar	12	63	5	63	2.54579
Linguistic Grammar	45	30	38	30	.24829
Journalism	49	26	42	26	.19627
Library Science	40	35	34	34	.15870
Speech Arts	25	51	16	52	1.54564
Basic Reading Skills	13	73	23	45	5.34984* #
Study Reading Skills	10	66	18	50	4.06069* #
Literary Reading Skills	10	66	7	61	.28269
Mechanics and Usage	6	70	0	68	5.60183 * ##
Oral Communication	5	71	2	66	1.02692
Written Communication	8	68	4	64	1.01322
Formal Composition	15	61	9	59	1.09226
Creative Writing	18	58	20	48	.60608
Critical Thinking	14	62	10	58	.35665
Listening	4	71	6	61	.70912
Discussion Group Technique	14	62	16	52	.56783
OWN TEACHING ABILITY					
Literature	12	64	7	61	.94626
Drama	29	46	18	50	2.40423
History, English Language	31	44	24	44	.54956
Formal Grammar	11	65	8	60	.22994
Linguistic Grammar	42	33	33	35	.79807
Journalism	51	24	39	29	1.73319
Library Science	41	33	38	30	.00326
Speech Arts	29	46	20	47	1.21697
Basic Reading Skills	13	62	18	50	1.75371
Study Reading Skills	11	64	18	50	3.07366
Literary Reading Skills	7	69	7	61	.04801
Mechanics and Usage	4	71	2	66	.50770
Oral Communication	7	68	2	66	2.47089
Written Communication	9	67	4	64	1.55212
Formal Composition	14	60	9	59	.84334
Creative Writing	21	55	21	47	.18357
Critical Thinking	17	58	19	49	.52672
Listening	11	64	8	60	.26068
Discussion Group Technique	16	60	16	52	.12737
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	16	58	26	42	4.69581* #
Team Teaching	38	36	36	32	.03589
Teaching Machines	46	28	45	23	.24810
Radio and Television	39	34	34	34	.16536
Other Programmed Learning	34	40	30	38	.04784
Newspapers	19	56	15	53	.21100
Trips and Excursions	22	52	17	49	.27388
Parent Conferences	11	64	11	57	.06245
Evaluation	10	66	8	60	.06368
Standardized Testing	12	64	10	58	.03255
Informal Testing	10	66	3	65	3.34273
Interpreting Data in Files	12	63	12	56	.06927
Group Reports	15	60	15	53	.09118
Socio Dramas; Role Playing	35	40	26	42	1.03647
Book Reviews	17	57	7	59	3.75127
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	12	64	7	61	.94626
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	2	74	3	65	.33933
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	21	55	14	53	.87406
ABILITY TO HANDLE CLASSES					
Heterogeneous Classes	6	68	5	61	.01365
Homogeneous Classes	3	71	2	65	.11747
A. Fast Group	5	71	3	64	.29770
B. Slow Group	20	56	14	53	.57724
C. Average Group	4	72	2	66	.48458
Upgraded Classes	24	48	24	39	.33251

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.

*Significant Differences .05 level #English Major

**Significant Differences .01 level ##Other Majors

***Significant Differences .001 level

academic competence. There are three significant differences among the respondents with respect to their confidence in their own teaching ability, as indicated in the table by the starred items.

With respect to the three items for which significant differences are shown, respondents who have English minors in their undergraduate work show the highest confidence with respect to two items (#); respondents who have other minors in their undergraduate work show highest confidence with respect to one item (##).

In general, when significant differences exist, the teachers who have undergraduate English minors feel more confident than teachers who have minors in other subjects.

Part B - Graduate Minor or Minors

Data shown in Part B of Table XIV are in terms of graduate minor or minors. A study of the data reveals that one significant difference exists with respect to the respondents' feelings of academic competence; three significant differences exist with respect to the respondents' confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the four items for which significant differences are shown, respondents who have English minors show the highest confidence with respect to one item (#); respondents who have minors in subjects other than English show the highest confidence with respect to three items (##).

Respondents at the graduate level who have minors in subjects other than English tend to feel more confident than respondents who have English minors.

TABLE XIV
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF UNDERGRADUATE
 AND MINOR OR MINORS

PART A ITEMS OF RESPONSE	Undergraduate				Chi-Square
	English		Others		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	32	144	11	56	.10366
Drama	74	103	25	40	.22023
Essay	78	99	29	38	.01213
History, English Language	78	99	28	38	.05280
Formal Grammar	23	153	5	61	1.41523
Linguistic Grammar	105	71	39	28	.04226
Journalism	107	70	45	21	1.22625
Library Science	96	79	35	31	.06446
Speech Arts	59	118	21	46	.08734
Basic Reading Skills	45	132	15	52	.24153
Study Reading Skills	39	138	11	56	.94084
Literary Reading Skills	30	147	9	58	.44750
Mechanics and Usage	8	169	1	66	1.25377
Oral Communication	13	164	5	62	.00099
Written Communication	16	160	5	62	.16294
Formal Composition	33	144	18	49	1.98711
Creative Writing	49	128	27	40	3.60646
Critical Thinking	35	142	16	51	.49576
Listening	20	155	8	59	.01240
Discussion Group Technique	39	136	19	48	.98043
OWN TEACHING ABILITY					
Literature	24	153	11	55	.37650
Drama	63	113	24	42	.00672
Essay	72	105	26	41	.07087
History, English Language	80	97	22	44	2.77840
Formal Grammar	16	161	8	59	.46113
Linguistic Grammar	93	84	37	29	.23919
Journalism	115	62	44	22	.06105
Library Science	96	81	38	27	.34329
Speech Arts	61	115	27	39	.81026
Basic Reading Skills	45	132	15	51	.18797
Study Reading Skills	40	136	11	55	1.05998
Literary Reading Skills	23	154	10	57	.15495
Mechanics and Usage	6	171	4	62	.86904
Oral Communication	14	163	10	56	2.83252
Written Communication	17	160	7	60	.03896
Formal Composition	32	145	15	50	.75880
Creative Writing	53	124	28	39	3.07625
Critical Thinking	54	123	24	42	.75617
Listening	26	151	10	56	.00813
Discussion Group Technique	42	135	23	44	2.79412
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	57	119	21	45	.00709
Team Teaching	101	75	30	36	2.75226
Teaching Machines	122	55	35	30	4.74470* #
Radio and Television	102	74	30	33	2.00426
Other Programmed Learning	91	84	24	41	4.31698* ##
Newspapers	40	137	23	42	4.03608* #
Trips and Excursions	56	119	17	47	.65310
Parent Conferences	30	147	11	55	.00273
Evaluation	18	159	12	54	2.85193
Standardized Testing	18	159	6	61	.08080
Interpreting Data in Files	41	136	8	58	3.64141
Group Reports	43	134	15	51	.06492
Socio Dramas; Role Playing	71	105	31	35	.86499
Book Reviews	27	145	16	51	2.18823
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	26	151	11	56	.11289
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	5	172	1	66	.35968
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	42	135	12	54	.85582
ABILITY TO HANDLE CLASSES					
Heterogeneous Classes	13	161	8	57	1.38112
Homogeneous Classes	6	162	5	59	1.84562
A. Fast Group	11	161	3	64	.32156
B. Slow Group	48	125	11	56	3.34263
C. Average Group	9	168	0	67	3.53725
Ungraded Classes	62	104	18	46	1.73264

NL - None or Little AO - Adequate or Outstanding
 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.
 *Significant Differences .05 level #English Minor
 **Significant Differences .01 level ##Other Minors
 ***Significant Differences .001 level

TABLE XIV (Continued)

PART B ITEMS OF RESPONSE	Graduate				Chi-Square
	English		Others		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	7	54	2	20	.09509
Drama	24	37	7	15	.39138
Essay	22	39	6	16	.55920
History, English Language	29	32	5	17	4.11660* ##
Formal Grammar	8	52	0	22	3.25045
Linguistic Grammar	31	30	12	9	.25043
Journalism	40	21	13	9	.29441
Library Science	32	28	8	14	1.85535
Speech Arts	16	45	6	16	.00903
Basic Reading Skills	18	43	5	17	.37113
Study Reading Skills	16	45	3	19	1.45266
Literary Reading Skills	14	47	2	20	1.99598
Mechanics and Usage	3	58	1	21	.00489
Oral Communication	4	57	2	20	.15475
Written Communication	6	55	3	19	.24154
Formal Composition	10	51	4	18	.23687
Creative Writing	17	44	4	18	.80278
Critical Thinking	13	48	4	18	.09723
Listening	8	53	3	19	.00382
Discussion Group Technique	13	48	7	15	.97587
OWN TEACHING ABILITY					
Literature	7	54	2	20	.09509
Drama	22	39	8	14	.00062
Essay	20	41	6	16	.22852
History, English Language	28	33	7	15	1.31504
Formal Grammar	8	53	2	20	.24705
Linguistic Grammar	32	29	10	12	.31735
Journalism	38	23	12	10	.40542
Library Science	38	22	9	13	3.30870
Speech Arts	20	41	9	13	.46923
Basic Reading Skills	19	42	4	18	1.35689
Study Reading Skills	18	43	2	20	3.68515
Literary Reading Skills	10	51	2	20	.69716
Mechanics and Usage	4	57	0	22	1.51566
Oral Communication	6	55	1	21	.58604
Written Communication	7	54	3	19	.07125
Formal Composition	9	52	4	18	.14381
Creative Writing	22	39	3	19	3.86447* ##
Critical Thinking	18	43	5	17	.37113
Listening	10	51	1	21	1.97421
Discussion Group Technique	13	48	5	17	.01908
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	15	46	5	17	.03067
Team Teaching	28	33	11	11	.10902
Teaching Machines	39	22	8	14	5.00413* #
Radio and Television	30	30	9	13	.53342
Other Programmed Learning	27	34	9	13	.07402
Newspapers	13	48	6	16	.32551
Trips and Excursions	16	44	7	15	.21167
Parent Conferences	12	49	2	20	1.29099
Evaluation	9	52	2	20	.45105
Standardized Testing	8	53	3	19	.00382
Informal Testing	9	52	2	20	.45105
Interpreting Data in Files	13	48	0	22	5.55925* ##
Group Reports	12	49	3	19	.39782
Socio Dramas; Role Playing	28	33	6	16	2.32022
Book Reviews	15	45	4	17	.30696
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	11	50	1	21	2.37817
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	3	58	0	22	1.12254
ABILITY TO HANDLE CLASSES	13	47	7	15	.89955
Heterogeneous Classes	5	55	1	21	.34057
Homogeneous Classes	3	56	1	21	.00992
A. Fast Group	1	60	1	21	.58068
B. Slow Group	16	45	3	19	1.45266
C. Average Group	3	58	0	22	1.12254
Ungraded Classes	19	41	6	15	.06984

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.

*Significant Differences .05 level #English Minors

**Significant Differences .01 level ##Other Minors

***Significant Differences .001 level

Summary - Table XIV

Teachers who have English minors at the undergraduate level feel more confident than teachers who have minors in other subjects. Teachers, at the graduate level, who have minors in subjects other than English feel more confident than respondents who have English minors.

Table XV

Part A - Written English

Data in Table XV are in terms of number of college hours in language arts areas. Part A is concerned with the number of hours the respondents have had in written English. A study of the data presented in the table reveals that no significant differences in confidence in academic and professional competence exist with respect to the number of college hours the respondents have had in written English.

Part B - Oral English

Data in Part B of Table XV are in terms of number of college hours in oral English. A study of the data given in the table reveals that no significant differences exist among the respondents with respect to their feelings of academic competence. There are three significant differences among the respondents with respect to their confidence in their own teaching ability, as indicated in the table by the starred items.

With respect to the three items for which significant differences are shown, respondents who have had more than twelve hours of oral English show the highest confidence with respect to two items (#); respondents who have had twelve hours or less of oral English show the highest confidence with respect to one item (##).

When significant differences exist, the respondents who have had more than twelve college hours of oral English tend to feel more confident than respondents who have had twelve or fewer hours in oral English.

Part C - English Literature

Data shown in Part C of Table XV are in terms of number of college hours in English Literature. Five significant differences exist with respect to the respondents' feelings of academic competency; one significant difference exists with respect to the respondents' confidence in their own teaching competency. These significant differences are indicated in the table by asterisks.

With respect to the six items for which significant differences are shown, respondents who have had more than twelve college hours English Literature show the highest confidence with respect to the six items (#). There were no significant differences among respondents who have had twelve or fewer college hours in English Literature.

When significant differences exist, the respondents who have had more than twelve college hours English Literature seem to feel more confident than those who have had twelve college hours or fewer.

Part D - American Literature

Data shown in Part D of Table XV are in terms of number of college hours in American Literature. Four significant differences exist with respect to the respondents' feelings of academic competency, as indicated by the starred items. A study of the data given in the table reveals that no significant differences exist among the respondents with respect to their confidence in their own teaching ability.

With respect to the four items for which significant differences are shown, respondents who have more than twelve college hours American Literature show the highest confidence with respect to two items (#); respondents who have twelve or fewer college hours American Literature show the highest confidence with respect to two items (##).

In general, the number of college hours in American Literature seems to have little relationship to the respondents' feelings of competence or confidence.

Part E - World Literature

Data shown in Part E of Table XV are in terms of number of college hours in World Literature. A study of the data presented in the table reveals that no significant differences exist among the respondents with respect to their feelings of academic competence. Five significant differences are shown with respect to the respondents' feelings of confidence in their teaching ability, as shown in the table by the starred items.

With respect to the five items for which significant differences are shown, respondents who have more than twelve college hours World Literature show the highest confidence with respect to four items (#); respondents who have had twelve or fewer college hours World Literature show the highest confidence with respect to one item (##).

When significant differences exist, respondents who have had more than twelve college hours of World Literature indicate more confidence than respondents who have had twelve college hours or fewer.

Part F - Journalism

Data shown in Part F of Table XV are in terms of number of college

hours in Journalism. Two significant differences exist with respect to the teachers' feelings of academic competency; three significant differences exist with respect to the teachers' confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the five items for which significant differences are shown, teachers who have had more than twelve hours of Journalism show the highest confidence with respect to all five items (#).

Teachers who have had more than twelve college hours of Journalism seem to feel more confident than those teachers who have had twelve or fewer college hours of Journalism.

Part G - Library Science

Data shown in Part G of Table XV are in terms of number of college hours in Library Science. Two significant differences exist with respect to the respondents' feelings of academic competency; one significant difference exists with respect to the respondents' confidence in their own teaching competency. These significant differences are shown in the table by asterisks.

With respect to the three items for which significant differences are shown, respondents who have had more than twelve college hours Library Science show the highest confidence with respect to one item (#); respondents who had had twelve or fewer college hours Library Science show the highest confidence with respect to two items (##).

When significant differences exist, the respondents who have had twelve or fewer college hours Library Science indicate more confidence than the respondents who have had more than twelve hours.

Part H - Speech

Data shown in Part H of Table XV are in terms of number of college hours in Speech. Three significant differences exist among the respondents with respect to their feelings of academic competence; nine significant differences exist among the respondents with respect to their feelings of confidence in their teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the twelve items for which significant differences are shown, respondents who have had more than twelve college hours Speech show the highest confidence with respect to eleven items (#); respondents who have had twelve or fewer college hours Speech show the highest confidence with respect to one item (##).

Respondents who have had more than twelve college hours in Speech tend to feel more confident than respondents who have had twelve or fewer college hours in Speech.

Part I - Dramatics

Data in Part I of Table XV are in terms of number of college hours in Dramatics. A study of the data presented in the table reveals that no significant differences exist in feelings of academic or professional confidence with respect to the number of college hours the respondents have had in Dramatics.

Part J - History and Structure of the English Language

Data shown in Part J of Table XV are in terms of number of college hours in History and Structure of the English Language. No significant differences exist with respect to the respondents' feelings of academic

competency. One significant difference exists with respect to the respondents' confidence in their own teaching ability, as indicated in the table by the starred item.

With respect to the one item for which a significant difference is shown, respondents who have had more than twelve college hours in the History and Structure of the English Language show the highest confidence (#).

In general, when significant differences exist, respondents who have had more than twelve college hours in History and Structure of the English Language feel more confident than those who have had twelve college hours or fewer.

Summary - Table XV

Teachers who have had more than twelve college hours in oral English, English Literature, World Literature, Journalism, Speech, and History and Structure of the English Language feel more confident than those who have had twelve or fewer college hours in these subjects. Teachers who have had twelve or fewer college hours in Library Science feel more confident than those teachers who have had more than twelve hours. There seems to be little or no relationship between the number of college hours in written English, American Literature, or Dramatics and the respondents' feelings of confidence.

Table XVI

Data in Table XVI are in terms of number of college hours in general survey courses in literature. A study of the data given in the table reveals that no significant difference exists among the respondents with respect to their feelings of academic competence. There are two significant

TABLE XV
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF COLLEGE HOURS
IN LANGUAGE ARTS AREAS

PART A ITEMS OF RESPONSE	Written English								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	8	35	35	167	2	6	0	5	1.41594
Drama	21	23	30	120	4	4	1	4	2.07515
Essay	18	26	87	115	3	5	1	4	1.17482
History, English Language	19	25	85	115	4	4	1	4	1.22817
Formal Grammar	9	35	19	182	2	6	1	3	6.10551
Linguistic Grammar	28	16	116	85	4	4	4	1	1.70651
Journalism	30	14	128	73	4	4	2	3	2.24062
Library Science	23	20	109	93	5	3	2	2	.26242
Speech Arts	15	29	63	139	3	5	0	5	2.58267
Basic Reading Skills	10	34	48	154	2	6	1	4	.06593
Study Reading Skills	11	33	38	164	2	6	1	4	.98689
Literary Reading Skills	6	38	32	170	2	6	0	5	1.60720
Mechanics and Usage	3	41	9	193	1	7	1	4	3.39361
Oral Communication	2	42	16	186	1	7	0	5	1.31533
Written Communication	3	41	17	185	2	6	1	4	3.61811
Formal Composition	9	35	40	161	2	6	0	5	1.38533
Creative Writing	12	32	65	137	3	5	0	5	2.82538
Critical Thinking	9	35	44	158	2	6	0	5	1.46795
Listening	7	37	20	178	1	7	0	5	1.88577
Discussion Group Technique	12	31	47	154	2	6	0	5	1.99035
OWN TEACHING ABILITY									
Literature	6	38	31	170	2	6	0	5	1.58930
Drama	16	27	72	129	5	3	1	4	2.96668
Essay	18	26	80	122	4	4	1	4	1.19155
History, English Language	20	24	83	118	4	4	1	4	1.45963
Formal Grammar	8	36	17	185	1	7	1	4	4.23611
Linguistic Grammar	25	19	107	94	4	4	4	1	1.59460
Journalism	28	16	138	63	4	4	2	3	3.14002
Library Science	24	20	118	83	5	3	1	3	2.08795
Speech Arts	17	27	72	128	4	4	0	5	3.61375
Basic Reading Skills	12	32	48	153	3	5	1	4	.99983
Study Reading Skills	8	36	41	160	3	5	1	4	1.56306
Literary Reading Skills	5	39	28	174	2	6	0	5	1.87929
Mechanics and Usage	0	44	15	186	0	8	0	5	4.51630
Oral Communication	2	42	20	181	2	6	0	5	4.12944
Written Communication	8	36	19	183	0	8	0	5	4.57275
Formal Composition	13	31	35	165	3	5	1	4	4.76794
Creative Writing	11	33	70	132	3	5	0	5	4.05763
Critical Thinking	13	31	64	137	4	4	0	5	3.66218
Listening	3	41	30	171	3	5	0	5	6.52893
Discussion Group Technique	9	35	54	148	4	4	0	5	4.92525
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	8	36	68	131	4	4	1	4	5.83393
Team Teaching	26	18	102	97	3	5	2	3	1.89243
Teaching Machines	27	17	126	74	5	3	3	2	.05666
Radio and Television	25	18	107	91	5	3	2	3	.87253
Other Programmed Learning	20	23	96	103	4	4	1	4	1.59693
Newspapers	13	31	53	148	1	7	0	4	2.45988
Trips and Excursions	13	31	62	136	3	4	0	5	2.76340
Parent Conferences	7	37	33	168	2	6	0	5	1.42591
Evaluation	6	38	24	177	0	8	0	5	1.90234
Standardized Testing	7	37	33	168	2	6	0	5	1.42591
Informal Testing	4	40	21	181	0	8	0	5	1.53285
Interpreting Data in Files	6	38	42	159	4	4	1	4	5.55488
Group Reports	6	38	49	152	4	4	0	5	7.20693
Socio Dramas; Role Playing	20	24	88	112	5	3	0	5	5.07822
Book Reviews	8	35	36	162	2	6	1	4	.24520
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	8	36	32	170	1	7	0	5	1.18960
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	4	40	4	198	1	7	0	5	7.60558
ABILITY TO HANDLE CLASSES	15	29	47	155	2	5	0	5	3.99265
Heterogeneous Classes	3	40	21	177	1	7	0	5	1.13756
Homogeneous Classes	3	39	8	184	0	8	0	5	1.35696
A. Fast Group	4	39	9	190	0	8	0	5	2.40553
B. Slow Group	8	35	54	145	3	5	1	4	2.00321
C. Average Group	3	41	8	194	0	8	0	5	1.33266
Ungraded Classes	15	26	65	127	3	5	2	3	.21267

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

TABLE XV (Continued)

PART B ITEMS OF RESPONSE	Oral English								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	8	77	9	47	0	3	0	1	1.99299
Drama	24	60	26	29	2	1	0	1	6.79455
Essay	31	54	17	19	0	3	0	1	2.60528
History, English Language	37	48	20	35	0	3	1	0	4.22992
Formal Grammar	10	75	4	50	1	2	0	1	1.88903
Linguistic Grammar	51	34	29	26	2	1	1	0	1.57256
Journalism	57	28	30	25	1	2	1	0	3.86996
Library Science	47	37	30	26	2	1	0	0	.23872
Speech Arts	25	60	15	41	0	3	0	1	1.68357
Basic Reading Skills	17	68	13	43	0	3	0	1	1.28563
Study Reading Skills	15	70	12	44	0	3	0	1	1.25979
Literary Reading Skills	6	77	9	47	0	3	0	1	1.99299
Mechanics and Usage	4	81	1	55	0	3	0	1	1.01156
Oral Communication	3	82	4	52	0	3	0	1	1.16803
Written Communication	6	79	4	52	1	2	0	0	2.86731
Formal Composition	16	69	12	43	0	3	1	0	4.90991
Creative Writing	24	61	16	40	1	2	1	0	2.50645
Critical Thinking	12	73	11	45	1	2	0	1	1.56204
Listening	4	81	8	48	0	3	0	1	4.45251
Discussion Group Technique	15	70	13	43	1	2	0	1	1.23905
OWN TEACHING ABILITY									
Literature	6	79	8	48	0	3	0	1	2.46089
Drama	25	59	22	33	2	1	0	1	3.47890
Essay	32	53	14	42	1	2	0	1	2.94838
History, English Language	36	49	16	39	1	2	1	0	4.20240
Formal Grammar	7	78	7	49	1	2	0	1	2.51307
Linguistic Grammar	47	38	24	31	2	1	3	1	3.15001
Journalism	59	26	31	24	1	2	1	0	4.25306
Library Science	47	38	35	20	1	2	0	1	3.08815
Speech Arts	30	54	14	41	1	2	0	1	2.08856
Basic Reading Skills	17	68	9	46	0	3	0	1	1.20497
Study Reading Skills	15	70	10	45	0	3	0	0	.65583
Literary Reading Skills	5	80	3	53	0	3	0	1	.25806
Mechanics and Usage	2	83	3	52	0	3	0	1	1.10643
Oral Communication	4	80	4	52	0	3	0	1	.60504
Written Communication	8	77	7	49	0	3	0	1	.82177
Formal Composition	13	71	12	43	1	2	0	1	1.58743
Creative Writing	24	61	20	36	1	2	0	1	1.34159
Critical Thinking	24	61	17	38	1	2	0	1	.55348
Listening	10	75	7	48	0	3	0	1	.58044
Discussion Group Technique	21	64	8	48	1	2	0	1	2.78827
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	23	62	20	35	1	2	0	1	1.81508
Team Teaching	45	40	27	28	2	1	0	1	1.53570
Teaching Machines	55	29	32	23	2	1	0	1	2.43299
Radio and Television	47	36	28	27	2	1	0	1	1.80817
Other Programmed Learning	38	45	22	32	2	1	0	1	1.75135
Newspapers	24	60	11	44	1	2	0	1	1.73879
Trips and Excursions	24	60	11	43	0	3	1	0	5.13147
Parent Conferences	12	73	6	49	0	3	1	0	7.34900
Evaluation	7	78	4	52	0	3	0	1	.39514
Standardized Testing	10	75	6	50	1	2	0	1	1.54168
Informal Testing	5	80	8	48	0	3	1	0	12.44132** #
Interpreting Data in Files	15	70	9	46	2	1	1	0	9.12816* #
Group Reports	19	66	11	44	1	2	1	0	3.87226
Socio Dramas; Role Playing	33	51	20	36	2	1	0	1	1.83650
Book Reviews	12	73	8	45	1	2	0	1	1.02656
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE ABILITY TO ORGANIZE AND CONTROL CLASSROOM ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	6	76	5	50	0	3	0	1	.49235
Homogeneous Classes	2	77	2	53	0	3	0	1	.26356
A. Fast Group	1	83	4	51	1	2	0	0	9.45498* ##
B. Slow Group	20	64	9	46	2	1	0	1	4.99260
C. Average Group	1	84	2	54	0	3	0	1	1.04257
Ungraded Classes	28	51	16	36	1	2	0	1	.81207

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences

.05 level #More than 12 College Hours Oral English

**Significant Differences

.01 level ##Twelve Hours or Fewer College Hours Oral English

***Significant Differences

.001 level

TABLE XV (Continued)

PART C ITEMS OF RESPONSE	English Literature								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	12	29	28	148	3	27	0	14	8.59287* #
Drama	23	18	62	113	14	16	2	12	10.32410* #
Essay	22	19	65	112	17	13	4	10	7.97396* #
History, English Language	22	19	64	111	18	12	4	10	9.43793* #
Formal Grammar	5	36	19	156	5	25	1	13	1.13486
Linguistic Grammar	30	11	96	80	21	9	8	6	6.37043
Journalism	29	12	111	65	14	16	9	5	4.43502
Library Science	23	18	94	80	17	13	7	7	.22885
Speech Arts	17	24	52	125	10	20	4	10	2.34672
Basic Reading Skills	8	33	44	133	8	22	3	11	.69078
Study Reading Skills	9	32	33	144	7	23	4	10	1.13385
Literary Reading Skills	8	33	24	153	8	22	1	13	4.57533
Mechanics and Usage	2	39	6	171	4	26	0	14	6.51353
Oral Communication	3	38	10	167	3	27	1	13	.87117
Written Communication	4	37	14	162	2	28	0	14	1.47896
Formal Composition	14	27	29	147	6	24	1	13	8.08271* #
Creative Writing	12	29	60	117	5	25	4	10	3.67723
Critical Thinking	12	29	34	143	6	24	2	12	2.43977
Listening	4	37	16	158	7	23	1	13	5.59260
Discussion Group Technique	15	26	37	139	8	22	3	11	4.56274
OWN TEACHING ABILITY									
Literature	9	32	26	150	1	29	0	14	7.43725
Drama	19	21	59	117	9	21	4	10	3.50007
Essay	20	21	67	110	13	17	4	10	2.85421
History, English Language	21	20	66	110	13	17	4	10	3.51149
Formal Grammar	6	35	15	162	5	25	0	14	4.50186
Linguistic Grammar	27	14	88	88	16	14	7	7	3.40446
Journalism	29	12	118	58	17	13	8	6	2.14462
Library Science	23	18	97	78	18	12	9	5	.57922
Speech Arts	18	23	56	119	12	18	6	8	2.79926
Basic Reading Skills	10	31	43	133	7	23	5	9	.94115
Study Reading Skills	10	31	31	144	9	21	6	8	6.74732
Literary Reading Skills	6	35	21	156	5	25	2	12	.67659
Mechanics and Usage	3	38	10	166	1	29	0	14	1.38033
Oral Communication	6	35	12	164	4	26	3	11	5.51647
Written Communication	7	34	15	162	3	27	1	13	2.88161
Formal Composition	13	28	28	147	5	25	2	12	5.70946
Creative Writing	15	26	56	121	9	21	6	8	1.12353
Critical Thinking	19	22	47	129	11	19	7	7	8.49847* #
Listening	7	34	19	157	6	24	3	11	3.40715
Discussion Group Technique	14	27	39	136	10	20	4	10	3.76352
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	14	27	54	121	11	19	7	7	2.39664
Team Teaching	23	16	89	86	14	16	9	5	2.55679
Teaching Machines	24	17	111	64	20	10	8	6	.73023
Radio and Television	28	12	88	85	16	14	7	7	4.90213
Other Programmed Learning	24	17	75	98	18	12	5	9	5.85332
Newspapers	11	30	49	127	6	23	3	11	.88128
Trips and Excursions	14	27	53	121	8	21	5	8	.70627
Parent Conferences	7	34	29	147	6	24	2	12	.29694
Evaluation	8	33	19	157	5	25	0	14	4.88319
Standardized Testing	9	32	27	149	5	25	1	13	1.95369
Informal Testing	5	36	17	160	4	26	0	14	2.18937
Interpreting Data in Files	10	31	35	141	7	23	2	12	.88905
Group Reports	11	30	37	139	9	21	3	11	1.57809
Socio Dramas; Role Playing	20	21	73	102	12	18	4	10	1.86559
Book Reviews	9	32	28	144	5	25	3	11	.90393
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	40	5	172	3	27	1	13	4.23256
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	8	33	42	135	8	22	5	8	2.05657
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	4	36	18	156	1	28	1	13	1.49691
Homogeneous Classes	2	36	8	162	1	29	0	14	.83622
A. Fast Group	4	35	10	164	2	28	0	14	2.09303
B. Slow Group	13	26	46	129	4	26	1	13	6.18437
C. Average Group	4	37	5	172	2	26	0	14	5.04669
Ungraded Classes	13	25	61	107	8	20	5	9	.64742

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level

#More than Twelve College Hours English Literature

TABLE XV (Continued)

PART D ITEMS OF RESPONSE	American Literature								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	21	44	24	154	0	13	0	2	15.08182** #
Drama	35	29	58	120	7	6	1	1	10.96677* ##
Essay	32	33	71	108	6	7	1	1	1.91109
History, English Language	31	33	67	111	7	6	1	1	3.23565
Formal Grammar	13	51	18	160	1	12	0	2	5.07602
Linguistic Grammar	37	28	107	71	8	5	2	0	1.58912
Journalism	40	24	113	66	7	6	1	1	.57725
Library Science	35	28	98	81	5	7	2	0	2.49758
Speech Arts	19	46	57	122	4	9	1	1	.48111
Basic Reading Skills	12	53	45	134	44	9	1	1	2.29189
Study Reading Skills	12	53	36	143	4	9	1	1	2.09400
Literary Reading Skills	11	54	28	151	1	12	0	2	1.07776
Mechanics and Usage	3	62	8	171	1	12	0	2	.38342
Oral Communication	6	59	9	170	2	11	0	2	3.23212
Written Communication	7	58	11	168	2	10	0	2	2.97537
Formal Composition	19	46	27	151	5	8	0	2	9.40126* #
Creative Writing	20	45	56	123	4	9	1	1	.33555
Critical Thinking	16	49	35	144	1	12	1	1	3.15436
Listening	9	56	15	161	4	9	1	1	9.65843* ##
Discussion Group Technique	21	43	38	140	3	10	1	1	4.06233
OWN TEACHING ABILITY									
Literature	13	52	24	154	0	13	0	2	4.31240
Drama	28	35	57	122	5	8	1	1	3.48289
Essay	33	32	66	113	6	7	1	1	4.03707
History, English Language	30	34	68	111	6	7	0	2	3.08237
Formal Grammar	9	56	14	165	6	10	0	2	4.68830
Linguistic Grammar	34	30	95	84	6	7	2	0	2.01841
Journalism	44	20	118	61	7	6	1	1	1.29673
Library Science	38	25	99	80	7	6	2	0	2.04766
Speech Arts	26	38	59	119	4	9	1	1	1.45869
Basic Reading Skills	11	53	46	133	4	9	1	1	2.97652
Study Reading Skills	9	55	38	141	5	7	1	1	6.02355
Literary Reading Skills	6	59	26	153	2	11	0	2	1.53237
Mechanics and Usage	1	63	12	167	0	13	0	2	3.44953
Oral Communication	6	59	16	162	2	11	0	2	.79628
Written Communication	10	55	14	165	2	11	0	2	3.66617
Formal Composition	19	45	28	150	3	10	0	2	6.44408
Creative Writing	22	43	57	122	5	8	1	1	.56384
Critical Thinking	23	41	54	125	4	9	2	0	4.97383
Listening	9	55	21	158	3	10	1	1	3.85434
Discussion Group Technique	22	43	40	139	4	9	1	1	4.08526
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	16	48	61	117	3	10	2	0	6.59743
Team Teaching	34	30	93	85	6	7	2	0	2.03409
Teaching Machines	36	28	116	62	7	6	2	0	3.22559
Radio and Television	40	24	92	84	6	7	2	0	4.02829
Other Programmed Learning	31	33	84	92	6	7	1	1	.02860
Newspapers	15	49	49	130	4	9	0	2	1.22268
Trips and Excursions	21	43	55	120	2	11	2	0	5.96578
Parent Conferences	6	58	35	144	3	10	1	1	5.20529
Evaluation	7	58	22	156	2	11	0	2	.52813
Standardized Testing	11	54	28	150	3	10	0	2	.88877
Informal Testing	8	57	15	164	3	10	0	2	3.58622
Interpreting Data in Files	13	51	38	141	2	11	1	1	1.28723
Group Reports	18	46	39	140	4	9	0	2	2.03838
Socio Dramas; Role Playing	35	30	71	106	4	9	1	1	4.54638
Book Reviews	17	48	27	147	1	12	0	2	5.07821
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	9	56	27	152	2	11	0	2	.40883
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	2	63	7	172	1	12	0	2	.70325
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	13	52	47	131	3	10	0	2	1.72681
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	3	60	21	155	0	13	0	2	4.45093
Homogeneous Classes	1	60	10	162	0	13	0	2	2.59240
A. Fast Group	6	57	9	168	1	11	0	2	1.77071
B. Slow Group	13	50	48	129	2	11	0	2	2.37863
C. Average Group	3	62	7	172	1	12	0	2	.53965
Ungraded Classes	18	43	64	105	1	12	1	1	5.88126

NL - None or Little AO - Average or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #More than Twelve Hours American Literature

**Significant Differences .01 level ##Twelve or Fewer Hours American Literature

***Significant Differences .001 level

TABLE XV (Continued)

ITEMS OF RESPONSE	World Literature								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	14	60	6	31	0	2	0	0	.56155
Drama	30	44	15	22	1	1	0	0	.07283
Essay	34	41	13	24	2	0	0	0	3.75189
History, English Language	31	43	15	22	2	0	0	0	2.77556
Formal Grammar	7	68	5	32	0	2	0	0	.69918
Linguistic Grammar	44	31	20	16	2	0	0	0	1.54681
Journalism	48	26	22	15	2	0	0	0	1.47116
Library Science	44	30	15	22	1	1	0	0	3.55297
Speech Arts	19	56	16	21	1	1	0	0	3.99798
Basic Reading Skills	19	56	8	29	1	1	0	0	.89520
Study Reading Skills	21	54	7	30	1	1	0	0	1.72470
Literary Reading Skills	18	57	5	32	0	2	0	0	2.20630
Mechanics and Usage	7	68	0	37	0	2	0	0	3.87813
Oral Communication	4	71	4	33	0	2	0	0	1.29289
Written Communication	6	69	3	34	1	1	0	0	4.32429
Formal Composition	17	58	5	32	1	1	0	0	2.41328
Creative Writing	27	48	9	28	0	2	0	0	2.50278
Critical Thinking	16	59	8	29	0	2	0	0	.54409
Listening	10	65	5	30	1	1	0	0	2.13888
Discussion Group Technique	19	55	8	29	1	1	0	0	.91236
OWN TEACHING ABILITY									
Literature	11	64	4	32	0	2	0	0	.57875
Drama	28	45	14	23	1	1	0	0	.11878
Essay	36	39	11	26	1	1	0	0	3.44485
History, English Language	36	38	13	24	1	1	0	0	1.85327
Formal Grammar	3	72	2	35	1	1	0	0	8.26927* ##
Linguistic Grammar	35	39	20	17	2	0	0	0	2.45080
Journalism	52	22	25	12	2	0	0	0	.96192
Library Science	41	33	20	17	2	0	0	0	1.63416
Speech Arts	28	45	17	20	1	1	0	0	.65149
Basic Reading Skills	22	52	8	29	1	1	0	0	1.33539
Study Reading Skills	20	54	8	29	2	0	0	0	6.00262* #
Literary Reading Skills	12	63	3	34	1	1	0	0	3.46142
Mechanics and Usage	4	70	1	36	0	2	0	0	.52032
Oral Communication	7	68	4	33	0	2	0	0	.27944
Written Communication	6	69	3	34	1	1	0	0	4.32429
Formal Composition	14	60	6	31	1	1	0	0	1.44719
Creative Writing	25	50	11	26	1	1	0	0	.43258
Critical Thinking	28	46	11	26	2	0	0	0	4.27691
Listening	8	66	9	28	1	1	0	0	5.12848
Discussion Group Technique	21	54	9	28	2	0	0	0	5.38231
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	22	52	14	22	2	0	0	0	4.87185
Team Teaching	35	39	21	15	2	0	0	0	3.07728
Teaching Machines	46	28	20	17	2	0	0	0	2.02405
Radio and Television	39	34	18	18	2	0	0	0	1.93861
Other Programmed Learning	32	42	14	23	2	0	0	0	3.05209
Newspapers	22	52	8	29	1	1	0	0	1.33539
Trips and Excursions	22	52	13	23	1	1	0	0	.74987
Parent Conferences	14	60	8	29	1	1	0	0	1.21498
Evaluation	11	63	2	35	1	1	0	0	4.68684
Standardized Testing	8	66	5	32	1	1	0	0	2.81938
Informal Testing	4	71	3	34	2	0	0	0	24.01234*** #
Interpreting Date in Files	12	62	9	28	1	1	0	0	2.24477
Group Reports	14	60	10	27	2	0	0	0	7.72829* #
Socio Dramas; Role Playing	33	42	15	21	0	2	0	0	1.55773
Book Reviews	12	62	5	30	2	0	0	0	9.92432** #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	4	71	1	36	0	2	0	0	.50224
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	20	54	10	27	0	2	0	0	.73591
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	8	65	5	31	0	2	0	0	.47034
Homogeneous Classes	5	68	2	31	0	2	0	0	.16455
A. Fast Group	8	66	1	34	0	2	0	0	2.19719
B. Slow Group	16	58	12	23	0	2	0	0	2.70745
C. Average Group	4	71	3	34	0	2	0	0	.46417
Ungraded Classes	19	50	15	20	1	1	0	0	2.73033

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Difference .05 level

**Significant Differences .01 level

***Significant Differences .001 level

#More than Twelve College Hours World Literature

##Twelve or Fewer Hours of World Literature

TABLE XV (Continued)

ITEMS OF RESPONSE	Journalism								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	15	75	4	27	1	1	0	2	2.35215
Drama	34	55	12	19	1	1	1	1	.22457
Essay	33	57	15	16	0	2	1	1	2.72751
History, English Language	31	59	13	18	2	0	2	0	7.17579
Formal Grammar	14	76	1	29	0	2	0	2	3.72969
Linguistic Grammar	55	34	15	16	2	0	2	0	4.51114
Journalism	50	40	9	22	0	2	0	2	10.20271* #
Library Science	42	47	15	16	2	0	2	0	4.28201
Speech Arts	30	60	12	19	1	1	2	0	4.10226
Basic Reading Skills	17	73	12	19	1	1	1	1	6.26432
Study Reading Skills	14	76	13	18	1	1	0	2	10.68546* #
Literary Reading Skills	16	74	4	27	0	2	0	2	1.19474
Mechanics and Usage	4	86	2	29	0	2	0	2	.41163
Oral Communication	8	82	0	31	0	2	0	2	3.32383
Written Communication	8	82	1	30	0	2	0	2	1.42734
Formal Composition	16	74	6	25	0	2	0	2	.92215
Creative Writing	30	60	10	21	0	2	0	2	1.95683
Critical Thinking	20	70	7	24	0	2	0	2	1.14022
Listening	14	76	2	29	0	2	0	2	2.31875
Discussion Group Technique	18	72	9	22	1	1	1	1	2.72148
OWN TEACHING ABILITY									
Literature	12	77	4	27	0	2	0	2	.61922
Drama	34	56	11	20	0	2	1	1	1.37447
Essay	31	59	16	15	0	2	1	1	4.24373
History, English Language	34	56	9	22	2	0	2	0	7.60939
Formal Grammar	9	81	3	28	0	2	0	2	.44158
Linguistic Grammar	51	39	12	19	2	0	2	0	6.56668
Journalism	55	35	9	22	0	2	0	2	13.83202** #
Library Science	48	42	15	16	2	0	2	0	3.80397
Speech Arts	34	55	9	22	1	1	2	0	4.44460
Basic Reading Skills	17	73	8	23	1	1	1	1	2.61968
Study Reading Skills	14	76	10	21	1	1	1	1	6.04351
Literary Reading Skills	11	79	3	28	0	2	0	2	.67132
Mechanics and Usage	8	82	1	30	0	2	0	2	1.42734
Oral Communication	10	79	1	30	0	2	0	2	2.22719
Written Communication	8	82	2	29	0	2	0	2	.54542
Formal Composition	16	73	5	26	0	2	0	2	.89856
Creative Writing	33	57	7	24	0	2	0	2	4.04708
Critical Thinking	36	54	10	21	0	2	0	2	3.00033
Listening	16	74	3	28	0	2	0	2	1.91446
Discussion Group Technique	24	66	5	26	1	1	1	1	2.77996
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	29	61	10	21	0	2	1	1	1.24196
Team Teaching	51	39	13	18	2	0	1	1	3.77803
Teaching Machines	59	30	21	10	1	1	2	0	1.27288
Radio and Television	49	39	15	16	2	0	1	1	2.20249
Other Programmed Learning	45	43	13	17	2	0	1	1	2.57873
Newspapers	32	58	3	28	0	2	0	2	9.26637* #
Trips and Excursions	31	58	6	24	2	0	0	2	7.53632
Parent Conferences	17	73	4	27	1	1	0	2	2.44952
Evaluation	8	82	3	28	1	1	0	2	4.02647
Standardized Testing	12	77	5	26	0	2	0	2	.79275
Informal Testing	10	80	0	31	0	2	0	2	4.22705
Interpreting Data in Files	18	72	7	24	0	2	1	1	1.65504
Group Reports	20	70	5	26	1	1	0	2	2.08148
Socio Dramas; Role Playing	39	50	7	24	2	0	2	0	10.42759* #
Book Reviews	16	71	1	29	1	1	0	2	6.30318
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	7	83	0	31	0	2	0	2	2.88370
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	19	70	7	24	0	2	0	2	1.11766
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	9	80	2	29	0	2	0	2	.78349
Homogeneous Classes	5	83	0	30	0	2	0	2	2.01437
A. Fast Group	8	81	2	29	0	2	1	1	4.60571
B. Slow Group	21	68	7	24	0	2	0	2	1.21910
C. Average Group	6	84	0	31	0	2	0	2	2.45098
Ungraded Classes	33	54	6	23	0	2	1	1	4.16379

NL - None or Little AO - Adequate or Outstanding
 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.
 *Significant Differences .05 level #More than Twelve Hours of Journalism
 **Significant Differences .01 level
 *** Significant Differences .001 level

TABLE XV (Continued)

PART G ITEMS OF RESPONSE	Library Science								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	15	64	5	25	4	2	2	2	9.76528* ##
Drama	37	40	17	14	3	3	2	2	.40720
Essay	39	40	12	19	3	3	3	1	2.29905
History, English Language	29	49	12	18	5	1	3	1	6.80039
Formal Grammar	13	65	3	28	1	5	1	3	1.17593
Linguistic Grammar	51	28	18	12	5	1	3	1	1.38889
Journalism	45	33	20	11	5	1	4	0	4.31474
Library Science	38	41	14	17	1	5	0	4	5.51261
Speech Arts	26	53	10	21	4	2	2	2	3.29422
Basic Reading Skills	18	61	6	25	2	4	2	2	2.21304
Study Reading Skills	16	63	6	25	3	3	2	2	4.74148
Literary Reading Skills	12	67	3	28	3	3	2	2	9.21437* ##
Mechanics and Usage	4	75	0	31	1	5	0	4	4.02861
Oral Communication	4	75	2	29	1	5	0	4	1.63656
Written Communication	8	71	4	27	1	5	0	4	.87568
Formal Composition	24	55	7	24	3	3	2	2	2.72278
Creative Writing	30	49	9	22	4	2	1	3	3.39606
Critical Thinking	22	57	3	28	3	3	1	3	6.32187
Listening	13	65	3	27	3	3	0	4	6.71656
Discussion Group Technique	22	56	5	26	3	3	1	3	3.56075
OWN TEACHING ABILITY									
Literature	14	65	5	26	3	3	2	2	6.17165
Drama	28	49	15	16	3	3	2	2	1.71753
Essay	34	45	11	20	3	3	3	1	2.50081
History, English Language	33	45	13	18	4	2	3	1	2.93412
Formal Grammar	14	65	3	28	1	5	1	3	1.34821
Linguistic Grammar	46	32	17	14	4	2	3	1	.78848
Journalism	51	27	20	11	5	1	4	0	2.88001
Library Science	38	40	14	17	1	5	0	4	5.65559
Speech Arts	28	49	13	18	3	3	2	2	.84598
Basic Reading Skills	17	61	7	24	2	4	2	2	2.02413
Study Reading Skills	15	63	12	19	2	4	2	2	5.81812
Literary Reading Skills	8	71	4	27	2	4	2	2	7.43875
Mechanics and Usage	6	72	1	30	0	6	0	4	1.48169
Oral Communication	8	70	5	26	2	4	0	4	3.65712
Written Communication	13	66	3	28	0	6	0	4	2.56352
Formal Composition	21	56	6	25	2	4	2	2	2.12275
Creative Writing	29	50	11	20	4	2	1	3	2.51930
Critical Thinking	29	49	12	19	4	2	1	3	2.37155
Listening	18	60	5	26	2	4	0	4	2.25891
Discussion Group Technique	19	60	9	22	3	3	1	3	2.04131
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	25	52	13	18	3	3	2	2	1.72270
Team Teaching	49	28	19	12	2	4	3	1	2.46956
Teaching Machines	56	21	18	13	4	1	2	3	2.29445
Radio and Television	45	32	16	15	6	0	2	2	4.93030
Other Programmed Learning	36	40	13	18	4	2	2	2	1.26938
Newspapers	24	54	11	20	2	4	1	3	.32229
Trips and Excursions	20	57	11	20	2	3	2	2	2.04116
Parent Conferences	15	63	5	26	3	3	1	3	3.73111
Evaluation	10	69	5	26	1	5	1	3	.66290
Standardized Testing	11	67	5	26	0	6	0	4	1.77419
Informal Testing	9	70	6	25	0	6	1	3	2.62448
Interpreting Data in Files	19	59	7	24	0	6	1	3	1.89725
Group Reports	16	62	11	20	1	5	1	3	2.90119
Socio Dramas; Role Playing	36	42	12	19	6	0	3	1	8.84771* #
Book Reviews	13	65	7	22	1	5	1	3	.89231
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	13	66	5	26	1	5	1	3	.20898
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	2	77	4	27	0	6	0	4	5.61604
ABILITY TO HANDLE CLASSES	17	62	11	19	2	4	0	4	4.21755
Heterogeneous Classes	9	67	6	25	0	6	1	3	2.44848
Homogeneous Classes	5	71	1	30	0	6	1	3	3.42050
A. Fast Group	6	73	2	28	0	6	0	4	.81671
B. Slow Group	19	60	8	22	2	4	2	2	1.52609
C. Average Group	4	75	2	29	0	6	1	3	3.15362
Ungraded Classes	27	48	12	16	1	4	2	2	1.33485

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level

#More Than Twelve College Hours in Library Science

**Significant Differences .01 level

##Twelve or fewer College Hours in Library Science

***Significant Differences .001 level

TABLE XV (Continued)

PART H ITEMS OF RESPONSE	Speech								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	18	79	19	80	2	15	0	7	2.11405
Drama	42	55	38	60	4	13	0	7	6.94571
Essay	45	52	42	58	3	14	3	4	4.90571
History, English Language	40	57	41	57	6	11	3	4	.26837
Formal Grammar	16	81	8	91	1	15	3	4	9.45181* #
Linguistic Grammar	65	32	54	45	8	9	4	3	4.38842
Journalism	64	33	56	43	11	6	5	2	2.20274
Library Science	59	37	46	54	9	7	2	4	5.72285
Speech Arts	42	55	20	80	0	17	1	6	21.43797*** #
Basic Reading Skills	28	69	20	80	3	14	1	6	2.88693
Study Reading Skills	20	77	16	84	6	11	1	6	3.68636
Literary Reading Skills	15	82	15	85	3	14	0	7	1.34932
Mechanics and Usage	6	91	6	94	1	16	0	7	.45610
Oral Communication	11	86	4	96	0	17	0	7	6.15369
Written Communication	9	88	10	90	0	17	2	4	5.75811
Formal Composition	23	73	15	85	2	15	3	4	5.57626
Creative Writing	35	62	26	74	6	11	2	5	2.49120
Critical Thinking	21	76	23	77	4	13	1	6	.32552
Listening	13	84	7	90	5	12	0	7	8.38233* #
Discussion Group Technique	25	71	23	76	4	13	1	6	.60728
OWN TEACHING ABILITY									
Literature	18	78	15	85	0	17	0	7	5.29411
Drama	36	60	34	65	4	13	0	7	4.97658
Essay	41	56	41	59	3	14	4	3	4.62881
History, English Language	42	55	37	62	6	11	4	3	1.71309
Formal Grammar	12	85	12	88	1	16	2	5	2.38839
Linguistic Grammar	64	33	48	51	7	10	3	4	8.14919* ##
Journalism	62	35	60	39	12	5	5	2	.91044
Library Science	61	36	46	53	11	5	3	4	6.99270
Speech Arts	45	51	25	74	9	17	0	7	23.14107*** #
Basic Reading Skills	25	72	21	78	4	13	2	5	.66228
Study Reading Skills	20	77	14	85	4	13	2	4	2.71566
Literary Reading Skills	15	82	14	86	1	16	0	7	2.26742
Mechanics and Usage	7	90	6	93	1	16	0	7	.61599
Oral Communication	12	85	7	92	0	17	0	7	4.29094
Written Communication	14	83	10	90	0	17	0	7	4.27961
Formal Composition	22	75	18	80	2	15	1	6	1.46419
Creative Writing	32	65	31	69	6	11	0	7	3.45240
Critical Thinking	28	69	32	67	5	12	1	6	1.13978
Listening	13	84	13	86	2	15	0	7	1.08932
Discussion Group Technique	32	65	21	79	3	14	1	6	4.89879
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	33	64	30	68	2	15	4	3	5.52251
Team Teaching	67	30	44	54	3	14	4	3	21.20243*** #
Teaching Machines	73	24	63	35	4	13	2	5	21.39554*** #
Radio and Television	61	35	44	53	7	10	2	5	9.15777* #
Other Programmed Learning	57	40	42	56	4	12	0	7	15.36538** #
Newspapers	35	61	22	77	3	14	1	6	6.62191
Trips and Excursions	37	58	24	75	2	15	5	2	13.15958** #
Parent Conferences	20	77	15	84	3	14	3	4	3.76341
Evaluation	15	82	10	89	1	16	1	6	2.02231
Standardized Testing	14	82	18	82	2	15	2	5	1.44294
Informal Testing	9	88	12	88	0	17	1	6	2.54204
Interpreting Data in Files	13	84	23	6	4	13	2	5	3.75576
Group Reports	26	71	22	77	0	17	3	4	7.41778
Socio Dramas; Role Playing	43	54	42	56	8	9	0	7	5.45756
Book Reviews	25	71	13	84	1	16	0	7	8.83370* #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES									
INTERESTING, INFORMATIVE	23	74	11	89	3	14	1	6	5.63238
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	3	94	3	97	1	16	0	7	.64841
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	26	71	26	74	2	15	1	6	2.24380
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	11	84	9	89	0	17	0	7	3.07030
Homogeneous Classes	6	87	4	92	0	17	0	7	1.88359
A. Fast Group	7	89	5	93	0	17	0	6	1.95102
B. Slow Group	30	66	20	78	0	17	2	5	8.94318* #
C. Average Group	3	94	6	94	0	17	0	7	2.20828
Ungraded Classes	37	55	28	67	4	12	1	6	4.24165

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level #More Than Twelve College Hours Speech
 **Significant Differences .01 level ##Twelve or fewer College Hours of Speech
 ***Significant Differences .001 level

TABLE XV (Continued)

PART I ITEMS OF RESPONSE	Dramatics								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
CONFIDENCE IN:									
OWN ACADEMIC COMPETENCE									
Literature	15	77	4	24	0	2	0	3	1.00143
Drama	27	63	5	23	1	1	0	3	3.25603
Essay	32	60	13	15	0	2	2	1	3.52684
History, English Language	35	56	10	18	1	1	1	2	.22001
Formal Grammar	13	79	4	24	0	2	0	2	.65713
Linguistic Grammar	51	41	15	12	1	1	3	0	2.39565
Journalism	53	38	20	8	1	1	1	2	2.61193
Library Science	46	46	13	15	1	1	1	1	.11062
Speech Arts	22	70	6	22	0	2	0	3	1.57966
Basic Reading Skills	20	72	8	20	1	1	1	2	1.46312
Study Reading Skills	16	76	7	21	1	1	1	2	2.28713
Literary Reading Skills	13	79	4	24	0	2	0	3	.82027
Mechanics and Usage	2	90	0	28	0	2	0	3	.72905
Oral Communication	7	85	2	26	0	2	0	3	.41106
Written Communication	9	83	4	24	0	2	0	3	1.07167
Formal Composition	18	73	6	22	0	2	0	3	1.28769
Creative Writing	33	59	6	22	1	1	0	3	3.78065
Critical Thinking	24	68	7	21	1	1	0	3	1.67417
Listening	10	82	5	22	1	1	0	2	3.91390
Discussion Group Technique	22	70	10	18	0	2	1	2	2.33464
OWN TEACHING ABILITY									
Literature	7	84	3	25	0	2	0	3	.72076
Drama	25	66	4	24	1	1	0	3	3.71584
Essay	31	61	9	19	0	2	1	2	1.01554
History, English Language	38	53	9	19	1	1	1	2	.96824
Formal Grammar	6	86	4	24	0	2	0	3	2.21104
Linguistic Grammar	50	41	15	13	1	1	3	0	2.48398
Journalism	62	29	18	10	1	1	3	0	1.87605
Library Science	48	43	20	8	1	1	1	1	3.12773
Speech Arts	28	62	6	22	0	2	0	3	2.99205
Basic Reading Skills	19	72	9	19	1	1	1	2	2.37269
Study Reading Skills	14	77	7	21	1	1	1	2	3.11789
Literary Reading Skills	8	84	5	23	0	2	0	3	2.53808
Mechanics and Usage	1	90	2	26	0	2	0	3	3.44225
Oral Communication	7	84	2	26	0	2	0	3	.41734
Written Communication	7	85	2	26	0	2	0	3	.41106
Formal Composition	14	76	4	24	0	2	1	2	1.12993
Creative Writing	27	65	8	20	1	1	0	3	1.66601
Critical Thinking	30	61	7	21	1	1	0	3	2.32874
Listening	14	77	6	22	1	1	0	3	2.72338
Discussion Group Technique	24	68	7	21	0	2	1	2	.79911
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	28	63	8	19	0	2	0	3	2.16969
Team Teaching	49	42	11	16	0	2	1	2	3.78984
Teaching Machines	61	29	15	13	1	1	1	2	3.23392
Radio and Television	47	42	12	16	1	1	2	1	1.15318
Other Programmed Learning	39	51	10	18	0	2	1	2	1.98773
Newspapers	31	60	5	23	0	2	1	2	3.56484
Trips and Excursions	30	59	8	20	0	2	2	1	2.79825
Parent Conferences	20	71	6	22	0	2	0	3	1.38616
Evaluation	11	81	4	24	0	2	0	3	.82051
Standardized Testing	12	79	5	23	0	2	0	3	1.22255
Informal Testing	6	86	3	25	0	2	0	3	.96882
Interpreting Data in Files	18	73	8	20	0	2	0	3	2.38087
Group Reports	21	70	6	22	0	2	0	3	1.48438
Socio Dramas; Role Playing	40	51	10	17	1	1	0	3	2.63595
Book Reviews	13	77	6	20	0	2	0	3	2.10717
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	16	76	5	23	0	2	0	3	1.05501
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	3	89	1	27	0	2	0	3	.17886
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	13	79	7	21	0	2	0	3	2.87914
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	11	79	3	25	0	2	0	3	.71755
Homogeneous Classes	8	81	1	25	0	2	0	3	1.19009
A. Fast Group	7	84	1	26	0	2	0	3	.90730
B. Slow Group	25	66	7	20	0	2	1	2	.82838
C. Averag Group	2	90	3	25	0	2	0	3	4.29444
Ungraded Classes	30	57	9	17	0	2	0	3	2.57773

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

TABLE XV (CONTINUED)

PART J ITEMS OF RESPONSE	History and Structure of English Language								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	14	95	5	35	0	0	0	1	.14914
Drama	38	71	14	25	0	0	1	0	1.83698
Essay	40	70	15	25	0	0	1	0	1.72397
History, English Language	34	76	15	23	0	0	1	0	2.92254
Formal Grammar	14	96	2	37	0	0	0	1	1.86501
Linguistic Grammar	60	50	22	17	0	0	1	0	.85315
Journalism	67	43	26	13	0	0	1	0	1.00770
Library Science	63	47	24	15	0	0	0	1	1.60529
Speech Arts	29	81	15	25	0	0	0	1	2.17579
Basic Reading Skills	28	82	11	29	0	0	0	1	.41459
Study Reading Skills	21	89	12	28	0	0	0	1	2.32559
Literary Reading Skills	18	92	6	34	0	0	0	1	.23103
Mechanics and Usage	3	107	1	39	0	0	0	1	.03326
Oral Communication	6	104	2	38	0	0	0	1	.06839
Written Communication	7	103	1	39	0	0	0	1	.92905
Formal Composition	17	92	6	34	0	0	0	1	1.90333
Creative Writing	36	74	9	31	0	0	0	1	1.89397
Critical Thinking	21	89	7	33	0	0	0	1	.27831
Listening	10	100	5	33	0	0	0	1	.62868
Discussion Group Technique	22	88	10	29	0	0	0	1	.81893
OWN TEACHING ABILITY									
Literature	11	99	6	34	0	0	0	1	.86172
Drama	38	72	13	26	0	0	1	0	1.91594
Essay	47	63	11	29	0	0	1	0	4.42677
History, English Language	34	76	16	23	0	0	1	0	3.26735
Formal Grammar	9	101	2	38	0	0	0	1	.51878
Linguistic Grammar	55	55	22	17	0	0	0	1	1.53545
Journalism	67	43	27	12	0	0	0	1	2.54207
Library Science	63	47	25	13	0	0	1	0	1.53042
Speech Arts	34	75	18	21	0	0	0	1	3.36952
Basic Reading Skills	25	85	13	26	0	0	0	1	2.05378
Study Reading Skills	22	88	14	25	0	0	0	1	4.30724
Literary Reading Skills	14	96	6	34	0	0	0	1	.28554
Mechanics and Usage	5	105	1	38	0	0	0	1	.33629
Oral Communication	10	99	3	37	0	0	0	1	.19915
Written Communication	8	102	3	37	0	0	0	1	.09133
Formal Composition	17	92	6	33	0	0	0	1	.18475
Creative Writing	32	78	11	29	0	0	0	1	.43725
Critical Thinking	31	79	15	24	0	0	0	1	1.87622
Listening	13	97	5	34	0	0	0	1	.16467
Discussion Group Technique	27	83	10	30	0	0	0	1	.33000
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	31	79	17	21	0	0	0	1	4.02319
Team Teaching	51	59	22	16	0	0	0	1	2.46978
Teaching Machines	67	42	23	16	0	0	1	0	.71679
Radio and Television	54	55	21	18	0	0	1	0	1.18001
Other Programmed Learning	45	63	17	23	0	0	1	0	1.38260
Newspapers	35	75	9	30	0	0	0	1	1.47919
Trips and Excursions	36	73	10	28	0	0	0	1	1.04660
Parent Conferences	20	90	7	32	0	0	0	1	.22204
Evaluation	11	99	6	34	0	0	0	1	.86172
Standardized Testing	19	90	5	35	0	0	0	1	.72118
Informal Testing	12	98	3	37	0	0	0	1	.49206
Interpreting Data in Files	16	94	13	26	0	0	0	1	6.75794* #
Group Reports	27	83	8	31	0	0	0	1	.56812
Socio Dramas; Role Playing	46	63	14	25	0	0	0	1	1.15333
Book Reviews	16	91	6	33	0	0	0	1	.18138
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	5	105	1	39	0	0	0	1	.36329
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	21	89	12	28	0	0	0	1	2.32559
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	7	101	3	36	0	0	0	1	.13963
Homogeneous Classes	4	103	1	38	0	0	0	1	.15539
A. Fast Group	7	102	1	38	0	0	0	1	.89851
B. Slow Group	27	82	6	33	0	0	0	1	1.75395
C. Average Group	5	105	1	39	0	0	0	1	.36329
Ungraded Classes	38	67	12	25	0	0	0	1	.71134

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level

#More than Twelve College Hours in History, English Language

**Significant Differences .01 level

***Significant Differences .001 level

TABLE XVI
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF COLLEGE HOURS
 IN LITERATURE IN GENERAL COURSES

ITEMS OF RESPONSE	Survey Courses								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	9	53	24	109	2	11	0	6	1.61307
Drama	26	36	57	75	4	9	0	6	5.01790
Essay	20	42	62	72	6	7	0	6	7.81228
History, English Language	26	36	57	75	6	7	2	4	.30577
Formal Grammar	4	58	17	116	0	13	2	4	6.52278
Linguistic Grammar	30	31	84	50	8	5	2	4	4.71949
Journalism	39	23	86	47	9	4	2	4	2.62830
Library Science	39	23	67	65	8	5	2	4	3.85414
Speech Arts	25	37	35	99	4	9	0	6	6.70627
Basic Reading Skills	13	49	36	98	4	9	2	4	1.18250
Study Reading Skills	13	49	29	105	4	9	1	5	.73144
Literary Reading Skills	6	56	25	109	3	10	0	6	4.20928
Mechanics and Usage	2	60	8	126	1	12	0	6	1.15893
Oral Communication	2	60	12	122	2	11	0	6	3.71858
Written Communication	5	57	10	123	2	11	0	6	1.53636
Formal Composition	15	47	27	107	3	10	0	5	1.80365
Creative Writing	16	46	46	88	3	10	1	5	2.43762
Critical Thinking	11	51	30	104	4	9	2	4	1.70386
Listening	5	56	16	115	4	9	1	5	5.16183
Discussion Group Technique	8	53	41	92	4	9	2	4	7.22477
OWN TEACHING ABILITY									
Literature	7	55	19	115	2	11	0	6	1.28481
Drama	25	37	46	87	4	9	1	5	1.73438
Essay	18	44	57	77	5	8	2	4	3.33738
History, English Language	26	36	52	81	6	7	2	4	.45430
Formal Grammar	5	57	11	123	2	11	1	5	12.5989
Linguistic Grammar	25	37	76	57	8	5	3	3	5.27339
Journalism	33	29	95	38	9	4	3	3	6.91202
Library Science	35	27	72	60	9	4	3	3	1.12750
Speech Arts	22	40	44	88	6	7	0	6	4.04138
Basic Reading Skills	13	49	38	95	3	10	2	4	1.48918
Study Reading Skills	13	49	31	101	3	10	1	5	.27600
Literary Reading Skills	5	57	23	111	3	10	0	6	4.64784
Mechanics and Usage	2	60	10	123	1	12	0	6	1.81570
Oral Communication	4	58	16	117	1	12	0	6	2.24914
Written Communication	4	58	17	117	2	11	0	6	2.74260
Formal Composition	10	52	29	103	4	9	0	6	3.31506
Creative Writing	24	38	43	91	5	8	0	6	4.04189
Critical Thinking	19	43	39	94	7	6	2	4	3.33825
Listening	6	56	22	111	3	10	1	5	2.30922
Discussion Group Technique	13	49	39	95	5	8	0	6	4.55783
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	13	48	48	84	4	9	4	2	7.58370
Team Teaching	28	33	75	57	7	6	4	2	2.41417
Teaching Machines	39	23	81	51	9	4	3	3	.69910
Radio and Television	36	26	70	61	7	6	3	3	.42513
Other Programmed Learning	31	31	60	71	7	6	2	4	.99118
Newspapers	15	47	35	97	5	8	1	5	1.42461
Trips and Excursions	16	45	40	91	5	8	3	3	1.99330
Parent Conferences	9	53	27	106	3	10	0	6	2.49939
Evaluation	7	55	16	118	3	10	0	6	2.34127
Standardized Testing	14	48	22	111	2	11	1	5	1.12239
Informal Testing	10	52	13	121	2	11	0	6	2.67436
Interpreting Data in Files	11	51	32	101	2	11	2	4	1.76666
Group Reports	15	47	31	102	4	9	0	6	2.25138
Socio Dramas; Role Playing	25	37	62	70	3	10	0	6	7.64754
Book Reviews	11	48	23	108	3	10	0	6	1.58610
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE	7	55	23	111	1	12	1	5	1.72777
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	61	6	128	1	12	1	5	3.78055
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	7	55	44	89	1	12	2	4	13.06105** #
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	2	58	17	115	1	12	0	6	5.09601
Homogeneous Classes	3	57	5	122	1	12	0	6	.73166
A. Fast Group	2	59	6	125	3	10	1	5	9.63676* ###
B. Slow Group	18	43	40	92	2	11	0	6	3.74162
C. Average Group	3	59	7	127	1	12	0	6	.51426
Ungraded Classes	16	40	53	75	4	9	1	4	3.61256

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

*Significant Differences .05 level

**Significant Differences .01 level

***Significant Differences .001 level

#More than Twelve College Hours in Survey Courses in Literature

##Twelve or Fewer College Hours in Survey Courses in Literature

differences among the respondents with respect to their confidence in their own teaching ability, as indicated in the table by the starred items.

With respect to the two items for which significant differences are shown, respondents who have had more than twelve college hours in survey courses in literature show the higher confidence with respect to one item (#); respondents who have had twelve or fewer college hours in survey courses in literature show the higher confidence with respect to one item (##).

The number of college hours in survey courses in literature seems to have little or no relationship to the respondents' feelings of competence or confidence.

Table XVII

Data in Table XVII are in terms of number of college hours in literature in special areas such as special periods or single authors. One significant difference exists among the respondents with respect to their feelings of academic competency; one significant difference exists with respect to the respondents' feelings of confidence in their own teaching ability. Significant differences are shown in the table by asterisks.

With respect to the two items for which significant differences are shown, respondents who have had more than twelve college hours in special areas of literature show the highest confidence with respect to both items (#).

When significant differences exist, the respondents who have had more than twelve college hours in special areas of literature indicate more confidence than respondents who have had twelve or fewer college hours in special areas.

TABLE XVII
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF COLLEGE HOURS
 IN LITERATURE IN SPECIAL AREAS, SPECIAL PERIODS OR SINGLE AUTHORS

ITEMS OF RESPONSE	Special Areas								Chi-Square
	Less Than 6		6 - 12		13 - 18		More		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	11	48	14	94	3	15	2	19	1.50460
Drama	23	36	39	69	10	8	6	15	3.33782
Essay	24	35	46	63	7	11	6	15	1.38168
History, English Language	23	36	33	75	14	4	9	12	14.80099** #
Formal Grammar	2	57	12	97	2	16	1	19	3.41029
Linguistic Grammar	35	24	57	51	12	6	13	8	1.80212
Journalism	35	24	71	38	11	7	13	8	.58964
Library Science	34	25	60	49	12	6	7	13	4.38253
Speech Arts	18	41	35	74	6	12	6	15	1.5651
Basic Reading Skills	13	46	31	78	4	14	7	14	1.48442
Study Reading Skills	10	49	23	86	4	14	7	14	2.49549
Literary Reading Skills	8	51	16	93	4	14	2	19	1.33072
Mechanics and Usage	0	59	5	104	1	17	0	21	3.94382
Oral Communication	2	57	8	101	1	17	0	21	2.50350
Written Communication	3	56	7	102	1	17	2	19	.53842
Formal Composition	15	44	20	89	2	16	2	19	3.56054
Creative Writing	17	42	36	73	6	12	5	16	.89541
Critical Thinking	11	48	26	83	3	15	3	18	1.51227
Listening	5	54	13	94	2	15	3	18	.73871
Discussion Group Technique	14	45	29	79	3	15	5	16	.93049
OWN TEACHING ABILITY									
Literature	9	50	14	95	1	17	1	20	2.40046
Drama	20	39	36	73	8	10	6	15	1.19705
Essay	21	38	48	61	7	11	6	15	2.36445
History, English Language	22	37	33	76	15	3	5	16	20.38910*** #
Formal Grammar	4	55	8	101	1	17	2	19	.25914
Linguistic Grammar	30	29	53	56	10	8	10	11	.36453
Journalism	40	19	73	36	12	6	12	9	.86769
Library Science	32	27	61	48	12	6	14	6	2.25779
Speech Arts	18	40	40	69	6	12	7	14	.56477
Basic Reading Skills	12	47	32	77	4	14	7	14	2.27504
Study Reading Skills	11	48	23	86	5	13	9	12	5.72473
Literary Reading Skills	7	52	13	96	3	15	4	17	1.06798
Mechanics and Usage	4	55	5	104	0	18	1	20	1.41535
Oral Communication	2	57	14	94	0	18	1	20	6.96460
Written Communication	3	56	11	98	0	18	2	19	3.03413
Formal Composition	12	47	17	91	2	16	3	18	1.13017
Creative Writing	21	38	40	69	5	13	7	14	.57705
Critical Thinking	23	36	33	76	5	13	9	12	2.37461
Listening	7	52	11	98	4	14	5	16	4.39269
Discussion Group Technique	16	43	26	83	3	15	7	14	1.65521
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	18	41	35	73	6	12	8	13	.41226
Team Teaching	36	23	51	57	6	12	12	9	5.55073
Teaching Machines	40	19	63	45	12	6	15	6	2.33696
Radio and Television	35	24	54	54	9	8	13	8	1.90348
Other Programmed Learning	28	30	47	61	7	10	11	10	.87942
Newspapers	14	45	30	78	4	14	3	18	1.86070
Trips and Excursions	18	41	31	77	6	11	6	14	.32024
Parent Conferences	9	50	19	90	2	16	5	16	1.27857
Evaluation	9	50	13	96	1	17	3	18	1.29081
Standardized Testing	4	55	20	88	2	16	5	16	5.65192
Informal Testing	4	55	12	97	1	17	3	18	1.65034
Interpreting Data in Files	8	51	26	83	4	14	4	17	2.56992
Group Reports	12	47	23	86	4	14	6	15	.67274
Socio Dramas; Role Playing	24	35	50	57	7	11	5	16	3.94974
Book Reviews	6	52	24	82	1	16	3	18	5.85253
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	10	49	13	96	5	13	3	18	3.30102
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	1	58	4	105	2	16	1	20	3.34826
ABILITY TO HANDLE CLASSES	10	49	34	75	7	11	4	16	5.81573
ABILITY TO HANDLE CLASSES									
Heterogeneous Classes	1	58	14	93	2	16	2	18	5.93562
Homogeneous Classes	3	54	4	100	2	15	1	19	1.91817
A. Fast Group	4	55	6	100	2	16	1	20	.87520
B. Slow Group	16	43	22	84	7	11	4	17	3.39470
C. Average Group	1	58	6	103	1	17	1	20	1.42095
Ungraded Classes	20	36	40	64	4	12	6	14	1.42632

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 3.

**Significant Differences .01 level

#More Than Twelve College Hours in Special Areas in Literature

***Significant Differences .001 level

Table XVIII

Part A - Certificate Upon Which Current Assignment is Based

Data in Table XVIII are in terms of certificate upon which the current assignment of the respondent is based. Six significant differences exist with respect to respondents' feelings of academic competence; nine significant differences exist with respect to the respondents' confidence in their own teaching competency. These significant differences are shown in the table by asterisks.

With respect to the fifteen items for which significant differences are shown, teachers who are currently teaching on secondary certificates show the highest confidence with respect to twelve items (#). With respect to three items, teachers holding elementary certificates are more confident (##).

With respect to the fifteen items for which significant differences are shown, teachers who are currently teaching on standard secondary certificates show the highest confidence with respect to seven items (-); teachers who are currently teaching on provisional secondary certificates show the highest confidence with respect to five items (--); teachers who are currently teaching on an elementary or secondary provisional certificate show highest confidence with respect to two items (---); teachers who are currently teaching on an elementary provisional or a secondary temporary certificate show the highest confidence with respect to one item (----).

Teachers whose current assignment is based upon a secondary certificate tend to feel more confident than teachers whose current assignment is based on an elementary certificate. In no instance do teachers with

elementary certificates indicate greater confidence than those teachers with secondary certificates.

Part B - Secondary Subject Field or Fields in Which Respondent is Certified

Data shown in Part B of Table XVIII are in terms of secondary subject field or fields in which the respondent is certified. Nine significant differences exist with respect to the respondents' feelings of academic competence; nine significant differences exist with respect to the respondents' feelings of confidence in their teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the eighteen items for which significant differences are shown, respondents whose certification is in subject fields other than English show the highest confidence with respect to fifteen items (##); respondents whose certification is in English show the highest confidence with respect to three items (#).

In general, respondents whose certification is in subject fields other than English feel more confident than do respondents whose certification is in English.

Summary - Table XVIII

Teachers with secondary standard and provisional certificates indicate greater confidence than those with elementary or secondary temporary certificates and those with elementary provisional or standard certificates. Teachers who are certified in subjects other than English tend to feel more confident than those certified in English.

TABLE XVIII
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF CERTIFICATE UPON WHICH
 CURRENT ASSIGNMENT IS BASED

ITEMS OF RESPONSE	Elementary						Secondary						Chi-Square	
	Temp.		Prov.		Stan.		Temp.		Prov.		Stan.			
	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO	NL	AO		
CONFIDENCE IN:														
OWN ACADEMIC COMPETENCE														
Literature	0	0	0	2	12	9	6	5	4	37	27	167	35.92673*** ##	
Drama	0	0	2	0	14	7	8	3	16	25	69	15.46518** ##		
Essay	0	0	2	0	10	11	8	3	17	24	79	7.33308		
History, English Language	0	0	2	0	8	13	7	4	13	27	85	6.62282		
Formal Grammar	0	0	0	2	5	16	3	8	6	35	19	174		
Linguistic Grammar	0	0	1	1	15	6	8	3	21	20	114	80		
Journalism	0	0	1	1	14	7	11	0	33	8	112	82		
Library Science	0	0	1	1	11	10	4	7	28	13	102	90		
Speech Arts	0	0	2	0	7	14	3	8	18	23	55	140		
Basic Reading Skills	0	0	0	2	6	15	3	8	11	30	45	150		
Study Reading Skills	0	0	0	2	6	15	4	7	5	35	41	154		
Literary Reading Skills	0	0	0	2	3	18	5	6	5	36	31	164		
Mechanics and Usage	0	0	0	2	2	19	2	9	2	39	9	186		
Oral Communication	0	0	0	2	2	19	0	11	5	36	12	183		
Written Communication	0	0	0	2	2	19	4	7	2	39	15	179		
Formal Composition	0	0	1	1	8	13	7	4	9	31	31	164		
Creative Writing	0	0	1	1	11	10	5	6	15	26	55	140		
Critical Thinking	0	0	2	0	8	13	4	7	4	37	39	156		
Listening	0	0	0	2	3	17	1	10	3	37	23	170		
Discussion Group Technique	0	0	1	1	8	12	3	8	9	32	44	150		
OWN TEACHING ABILITY														
Literature	0	0	0	2	11	9	5	6	5	36	21	174		
Drama	0	0	1	0	12	9	6	5	16	25	63	131		
Essay	0	0	2	0	11	10	6	5	15	26	76	119		
History, English Language	0	0	2	0	11	10	8	3	10	31	80	114		
Formal Grammar	0	0	0	2	6	15	2	9	4	37	17	178		
Linguistic Grammar	0	0	2	0	15	6	7	4	22	19	97	97		
Journalism	0	0	1	1	13	8	11	0	35	6	120	74		
Library Science	0	0	1	1	11	10	7	4	27	14	107	86		
Speech Arts	0	0	1	1	11	10	5	6	22	19	59	134		
Basic Reading Skills	0	0	1	1	4	17	3	8	9	32	49	145		
Study Reading Skills	0	0	0	2	5	16	3	8	5	36	44	149		
Literary Reading Skills	0	0	0	2	4	17	4	7	6	35	23	172		
Mechanics and Usage	0	0	0	2	3	18	1	10	3	38	9	185		
Oral Communication	0	0	0	2	3	18	1	10	5	36	17	177		
Written Communication	0	0	0	2	4	17	2	9	5	36	18	177		
Formal Composition	0	0	1	1	7	14	6	5	9	32	31	162		
Creative Writing	0	0	1	1	8	13	4	7	14	27	63	132		
Critical Thinking	0	0	2	0	10	11	6	5	10	31	58	136		
Listening	0	0	0	2	5	16	2	9	4	37	28	166		
Discussion Group Technique	0	0	1	1	8	13	4	7	12	29	46	149		
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES														
Group Teaching	0	0	0	2	5	15	5	6	19	22	58	135		
Team Teaching	0	0	2	0	15	5	7	4	25	16	92	101		
Teaching Machines	0	0	2	0	14	7	8	3	28	13	117	76		
Radio and Television	0	0	2	0	13	6	7	3	27	14	96	97		
Other Programmed Learning	0	0	1	1	11	10	5	5	21	20	88	104		
Newspapers	0	0	2	0	4	17	3	8	17	24	45	148		
Trips and Excursions	0	0	1	1	4	16	3	7	15	26	60	132		
Parent Conferences	0	0	0	2	2	19	3	8	5	36	36	158		
Evaluation	0	0	1	1	2	19	2	9	6	35	22	172		
Standardized Testing	0	0	0	2	5	16	2	9	8	33	29	165		
Informal Testing	0	0	1	1	2	19	1	10	6	35	18	177		
Interpreting Data in Files	0	0	0	2	3	18	5	6	5	36	43	151		
Group Reports	0	0	0	2	4	17	3	8	10	31	46	148		
Socio Dramas; Role Playing	0	0	2	0	8	13	7	4	19	22	80	113		
Book Reviews	0	0	2	0	3	17	3	8	10	31	30	160		
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE														
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	0	0	2	6	15	1	10	5	36	30	165		
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	0	0	0	2	1	20	1	10	0	41	8	187		
ABILITY TO HANDLE CLASSES														
Heterogeneous Classes	0	0	0	2	2	19	1	10	6	34	16	175		
Homogeneous Classes	0	0	0	1	1	19	0	9	1	39	10	178		
A. Fast Group	0	0	0	2	2	19	1	9	2	39	12	179		
B. Slow Group	0	0	0	2	4	17	3	7	13	28	47	145		
C. Average Group	0	0	0	2	0	21	2	9	0	41	9	186		
Ungraded Classes	0	0	1	1	9	12	4	7	18	22	56	126		

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 4.

*Significant Differences .05 level

**Significant Differences .01 level

***Significant Differences .001 level

#Current Assignment, Secondary Certificate

##Current Assignment, Secondary or Elementary Certificate

TABLE XVIII (CONTINUED)

ITEMS OF RESPONSE	Secondary Subject Field or Fields				Chi-Square
	English		Others		
	NL	AO	NL	AO	
PART B					
CONFIDENCE IN:					
OWN ACADEMIC COMPETENCE					
Literature	9	16	28	194	9.65011** ##
Drama	15	10	79	142	5.59552* ##
Essay	15	10	90	133	3.55230
History, English Language	13	12	93	128	.90101
Formal Grammar	4	21	24	197	.58833
Linguistic Grammar	17	8	126	96	1.16520
Journalism	22	3	135	87	7.17200** #
Library Science	18	7	117	103	3.21334
Speech Arts	11	14	66	157	2.17846
Basic Reading Skills	5	20	54	169	.22030
Study Reading Skills	6	19	44	179	.25452
Literary Reading Skills	10	15	31	192	11.09631*** ##
Mechanics and Usage	2	23	11	212	.42578
Oral Communication	5	20	12	211	7.52421** ##
Written Communication	5	20	16	206	4.72707* ##
Formal Composition	13	12	35	187	18.84229*** ##
Creative Writing	11	14	65	158	2.33305
Critical Thinking	9	16	39	184	4.93508* ##
Listening	5	20	22	198	2.28933
Discussion Group Technique	10	15	46	176	4.76376* ##
OWN TEACHING ABILITY					
Literature	8	17	23	200	9.66580** ##
Drama	13	12	73	149	3.61834
Essay	12	13	86	137	.83726
History, English Language	13	12	86	136	1.64836
Formal Grammar	4	21	19	204	1.49474
Linguistic Grammar	17	8	110	112	3.06209
Journalism	23	2	144	78	7.55522** #
Library Science	18	7	124	97	2.32418
Speech Arts	12	13	75	146	1.94324
Basic Reading Skills	4	21	57	165	1.13112
Study Reading Skills	4	21	48	173	.44072
Literary Reading Skills	5	20	28	195	1.07981
Mechanics and Usage	2	23	11	211	.41784
Oral Communication	7	18	16	206	11.50375*** ##
Written Communication	8	17	17	206	14.73672*** ##
Formal Composition	14	11	33	188	24.50873*** ##
Creative Writing	13	12	69	154	4.50423* ##
Critical Thinking	12	13	63	159	4.09138* ##
Listening	5	20	29	193	.91089
Discussion Group Technique	7	18	55	168	.13345
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	8	17	74	147	.02226
Team Teaching	14	11	111	110	.29956
Teaching Machines	14	11	140	81	.51801
Radio and Television	17	8	114	106	2.36269
Other Programmed Learning	14	10	100	120	1.44186
Newspapers	10	15	56	165	2.45898
Trips and Excursions	7	18	71	148	.20157
Parent Conferences	2	23	42	180	1.82978
Evaluation	2	23	29	193	.52480
Standardized Testing	5	20	34	188	.37087
Informal Testing	3	22	22	201	.11299
Interpreting Data in Files	5	20	48	174	.03505
Group Reports	9	16	50	172	2.24490
Socio Dramas; Role Playing	17	8	90	131	6.79877** #
Book Reviews	13	11	31	188	23.35197*** ##
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	4	21	32	191	.04933
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	1	24	8	215	.01094
ABILITY TO HANDLE CLASSES	8	17	48	174	1.38047
Heterogeneous Classes	3	21	20	199	.28625
Homogeneous Classes	1	23	10	204	.01254
A. Fast Group	2	22	13	206	.21461
B. Slow Group	8	16	55	165	.78458
C. Average Group	1	24	10	213	.01243
Ungraded Classes	9	15	69	141	.20892

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.

*Significant Differences .05 level

**Significant Differences .01 level

***Significant Differences .001 level

#Secondary Certification is in English

##Secondary Certification is in other Subject Fields

Table XIX

Part A - Elementary

Data in Table XIX are in terms of total years of teaching experience, including the current year of the study. Part A is related to total years teaching in elementary school. Two significant differences exist among the respondents with respect to their feelings of academic competence; two significant differences exist among the respondents with respect to their confidence in own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the four items for which significant differences are shown, respondents who have taught more than ten years in elementary school show the highest confidence with respect to three items (##); respondents who have taught ten years or less in elementary school show the highest confidence with respect to one item (#).

In general, when significant differences exist, respondents who have taught more than ten years in elementary school feel more confident than do teachers who have taught fewer than ten years in elementary schools.

Part B - Junior High School

Data in Part B of Table XIX are in terms of total years of teaching experience in junior high school, including the current year. One significant difference exists with respect to the respondents' feelings of academic competence; four significant differences exist with respect to the respondents' feelings of confidence in teaching competency. These significant differences are indicated in the table by asterisks.

With respect to the five items, respondents who have taught in junior

high school more than ten years show the highest confidence with respect to three items (##). Respondents who have taught in junior high school ten years or less show the highest confidence with respect to two items (#).

When significant differences exist, respondents who have taught more than ten years in junior high school seem to feel more confident than respondents who have taught fewer than ten years in junior high school.

Part C - Senior High School

Data in Part C of Table XIX are in terms of total years of teaching experience in senior high school, including the current year. A study of the data given in the table reveals that no significant differences exists among the respondents with respect to their feelings of academic competence. Three significant differences exist with respect to the respondents' feelings of confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the three items, respondents who have taught in senior high school ten years or less show the highest confidence with respect to two items (##); respondents who have taught in senior high school more than ten years show the highest confidence with respect to one item (#).

In general, when significant differences exist, respondents who have taught in senior high school ten years or less feel more confident than respondents who have taught more than ten years in senior high school.

Summary - Table XIX

Teachers who have taught more than ten years in elementary school or junior high school, and teachers who have taught ten years or less in senior high school feel more confident.

TABLE XIX
FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TOTAL YEARS
OF TEACHING EXPERIENCE, INCLUDING CURRENT YEAR

PART A ITEMS OF RESPONSE	Elementary						Chi-Square
	1 - 10		11 - 20		Over 20		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	14	52	6	16	0	7	2.37979
Drama	31	34	9	13	4	3	.62817
Essay	25	41	7	15	1	6	1.66150
History, English Language	29	35	7	15	2	5	1.70681
Formal Grammar	12	53	1	21	0	7	3.88487
Linguistic Grammar	40	26	14	7	2	5	3.26153
Journalism	42	23	15	7	2	5	3.87349
Library Science	46	28	12	10	2	5	1.95170
Speech Arts	23	43	8	14	1	6	1.28996
Basic Reading Skills	13	53	4	18	0	7	1.67277
Study Reading Skills	13	53	4	18	0	7	1.67277
Literary Reading Skills	11	55	3	19	0	7	1.42670
Mechanics and Usage	5	61	3	19	1	6	.91071
Oral Communication	6	60	2	20	0	7	.69487
Written Communication	8	57	4	18	0	7	1.61610
Formal Composition	10	56	8	14	0	7	6.60085* ##
Creative Writing	21	45	9	13	1	6	1.77727
Critical Thinking	17	49	4	18	2	5	.59440
Listening	7	58	3	18	2	5	1.82820
Discussion Group Technique	10	55	9	13	1	6	6.61397* ##
OWN TEACHING ABILITY							
Literature	8	57	5	17	1	6	1.41005
Drama	26	38	5	17	3	4	2.39063
Essay	25	41	9	13	1	6	1.71748
History, English Language	29	36	5	17	1	6	5.07382
Formal Grammar	8	58	5	17	0	7	2.76941
Linguistic Grammar	40	25	15	7	1	6	6.74248* ##
Journalism	42	23	16	6	4	3	.74341
Library Science	40	25	15	7	2	5	3.56228
Speech Arts	26	39	8	14	3	4	.12977
Basic Reading Skills	14	51	4	18	1	6	.27958
Study Reading Skills	10	54	3	19	0	7	1.28393
Literary Reading Skills	6	60	3	19	0	7	1.18833
Mechanics and Usage	1	64	2	20	0	7	3.28382
Oral Communication	3	63	2	20	0	7	1.10353
Written Communication	9	57	3	19	0	7	1.09255
Formal Composition	15	50	7	15	0	7	3.01157
Creative Writing	17	49	9	13	3	4	2.32786
Critical Thinking	20	45	9	13	2	5	.83106
Listening	5	60	4	18	0	7	2.88972
Discussion Group Technique	9	57	8	14	3	4	7.28950* #
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	19	46	6	15	1	6	.70588
Team Teaching	36	29	12	9	3	4	.45860
Teaching Machines	44	21	14	8	3	4	1.73082
Radio and Television	32	32	14	7	2	5	3.45165
Other Programmed Learning	30	35	10	12	2	5	.79734
Newspapers	16	49	4	18	0	7	2.45028
Trips and Excursions	10	55	2	20	0	7	1.69145
Evaluation	6	59	1	21	0	7	1.13205
Standardized Testing	12	54	1	21	1	6	2.44305
Informal Testing	9	57	2	20	1	6	.32764
Interpreting Data in Files	16	49	3	19	3	4	2.70173
Group Reports	15	50	2	20	1	6	2.19224
Socio Dramas; Role Playing	28	38	8	14	2	5	.66378
Book Reviews	10	54	4	17	1	6	.15835
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	3	63	0	22	0	7	1.36116
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	16	50	8	14	2	5	1.22505
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	8	56	1	20	0	7	1.89430
Homogeneous Classes	5	59	1	20	0	7	.76995
A. Fast Group	6	59	1	21	0	7	1.13205
B. Slow Group	17	49	5	17	0	7	2.36254
C. Average Group	2	64	0	22	0	7	.89768
Ungraded Classes	19	42	9	12	1	6	2.13318

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level #Taught Ten Years or Less in Elementary School

**Significant Differences .01 level ##Taught More Than Ten Years in Elementary School

***Significant Differences .001 level

TABLE XIX (Continued)

PART B ITEMS OF RESPONSE	Junior High						Chi-Square
	1 - 10		11 - 20		Over 20		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	36	159	10	40	3	20	.52543
Drama	83	113	22	26	4	19	5.91446
Essay	89	107	21	29	6	17	3.16458
History, English Language	81	114	26	23	8	15	2.82564
Formal Grammar	27	167	3	47	3	20	2.31153
Linguistic Grammar	116	79	29	21	14	9	.06124
Journalism	130	66	31	18	9	14	6.56440* #
Library Science	107	88	26	23	12	10	.05178
Speech Arts	66	130	15	35	4	19	2.59743
Basic Reading Skills	50	146	11	39	4	19	.89733
Study Reading Skills	44	152	9	41	3	20	1.40052
Literary Reading Skills	34	162	9	41	1	22	2.66355
Mechanics and Usage	12	184	3	47	0	23	1.48639
Oral Communication	12	184	6	44	1	22	2.37899
Written Communication	19	177	3	47	1	21	1.19061
Formal Composition	43	152	10	40	3	20	1.03974
Creative Writing	67	129	16	34	4	19	2.65591
Critical Thinking	44	152	12	38	1	22	4.32921
Listening	23	170	7	42	0	23	3.43361
Discussion Group Technique	51	143	10	40	4	19	1.51427
OWN TEACHING ABILITY							
Literature	32	164	7	42	3	20	.25503
Drama	76	120	18	30	4	19	4.06764
Essay	85	111	21	29	4	19	5.77764
History, English Language	77	119	25	24	9	14	2.27898
Formal Grammar	24	172	1	49	4	19	5.48980
Linguistic Grammar	109	87	26	23	8	15	3.59073
Journalism	139	57	29	20	11	12	6.51332* #
Library Science	114	81	28	21	10	13	1.88477
Speech Arts	74	121	20	29	4	19	4.17924
Basic Reading Skills	53	143	10	39	3	20	2.74766
Study Reading Skills	44	152	10	39	3	19	.94646
Literary Reading Skills	31	165	5	45	1	22	3.01212
Mechanics and Usage	15	181	1	48	0	23	3.79682
Oral Communication	22	174	3	46	1	22	1.98796
Written Communication	23	173	5	45	1	22	1.20667
Formal Composition	42	154	10	38	2	21	2.08188
Creative Writing	68	128	18	32	4	19	2.94638
Critical Thinking	65	131	18	31	3	20	4.41744
Listening	32	164	5	44	2	21	1.87568
Discussion Group Technique	57	137	11	39	3	20	3.33576
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	68	127	12	36	7	16	1.76455
Team Teaching	103	92	25	23	13	10	1.13322
Teaching Machines	119	77	32	16	18	5	3.01414
Radio and Television	106	88	29	18	10	13	2.09559
Other Programmed Learning	90	103	25	24	11	12	.30252
Newspapers	56	140	14	34	1	22	6.38640* ##
Trips and Excursions	62	131	14	34	7	16	.16780
Parent Conferences	33	163	10	39	3	20	.65213
Evaluation	22	173	7	43	4	19	.87310
Standardized Testing	35	160	8	42	1	22	2.78120
Informal Testing	18	178	8	42	2	21	2.06398
Interpreting Data in Files	38	158	15	34	3	20	3.92633
Group Reports	45	151	12	37	6	17	.14417
Socio Dramas; Role Playing	89	107	21	27	6	17	3.12969
Book Reviews	35	157	11	38	2	20	1.81607
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	32	164	10	40	0	23	5.06139
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	6	190	3	47	1	22	.98915
ABILITY TO HANDLE CLASSES	58	137	7	43	1	22	10.88796** ##
Heterogeneous Classes	18	176	7	40	0	23	4.02699
Homogeneous Classes	7	183	55	39	0	23	5.97058
A. Fast Group	8	186	8	41	1	20	9.77538** ##
B. Slow Group	49	145	13	36	5	17	.11650
C. Average Group	6	190	5	45	0	23	5.96275
Ungraded Classes	68	119	16	31	3	18	4.09431

NL - None or Little

AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level #Taught Ten Years or Less in Junior High School

**Significant Differences .01 level ##Taught More than Ten years in Junior High School

***Significant Differences .001 level

TABLE XIX (Continued)

PART C ITEMS OF RESPONSE	Senior High						Chi-Square
	1 - 10		11 - 20		Over 20		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	17	91	1	13	1	7	.76471
Drama	41	65	3	11	3	5	1.58604
Essay	41	67	2	12	2	6	3.41802
History, English Language	54	53	3	11	3	5	4.47464
Formal Grammar	14	92	1	13	2	6	1.41241
Linguistic Grammar	58	49	8	6	6	2	1.31633
Journalism	70	37	7	7	5	3	1.27532
Library Science	57	49	8	6	2	5	1.79482
Speech Arts	25	83	4	10	2	6	.20697
Basic Reading Skills	24	84	3	11	1	7	.41670
Study Reading Skills	25	83	2	12	1	7	.98809
Literary Reading Skills	17	91	2	12	1	7	.07464
Mechanics and Usage	7	101	0	14	0	8	1.50707
Oral Communication	9	99	1	13	1	7	.20217
Written Communication	8	100	0	14	1	6	1.65705
Formal Composition	19	89	2	12	2	6	.40568
Creative Writing	30	78	3	11	2	6	.26996
Critical Thinking	17	91	1	13	1	7	.76471
Listening	14	93	1	13	1	7	.40229
Discussion Group Technique	22	85	1	13	2	6	1.59901
OWN TEACHING ABILITY							
Literature	15	93	1	13	1	7	.49868
Drama	40	67	3	11	3	5	1.38614
Essay	39	69	3	11	2	6	1.49117
History, English Language	45	62	5	9	5	3	1.57960
Formal Grammar	10	98	1	13	2	6	2.19282
Linguistic Grammar	54	53	7	7	5	3	.43981
Journalism	70	37	8	6	5	3	.38233
Library Science	51	55	8	6	3	5	.81245
Speech Arts	32	74	4	10	2	6	.10531
Basic Reading Skills	23	84	3	11	1	7	.36629
Study Reading Skills	23	84	2	12	1	6	.56371
Literary Reading Skills	11	97	1	13	1	7	.18665
Mechanics and Usage	3	104	0	14	0	8	.63150
Oral Communication	8	99	1	13	0	8	.64179
Written Communication	9	99	1	13	0	8	.73511
Formal Composition	19	87	1	13	2	6	1.37591
Creative Writing	34	74	4	10	2	6	.18246
Critical Thinking	28	79	3	11	2	6	.14760
Listening	14	93	2	12	1	7	.01905
Discussion Group Technique	24	84	2	12	2	6	.52237
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	35	72	4	10	1	7	1.46475
Team Teaching	52	55	6	8	5	3	.80049
Teaching Machines	69	37	6	8	5	3	2.60916
Radio and Television	55	51	6	8	3	5	.93665
Other Programmed Learning	47	59	7	7	4	4	.23556
Newspapers	25	82	4	10	3	5	.91672
Trips and Excursions	33	73	4	10	4	4	1.30277
Parent Conferences	15	92	2	12	4	4	7.11654* ##
Evaluation	6	102	1	13	3	5	10.71081** #
Standardized Testing	18	90	0	14	1	7	2.78923
Informal Testing	10	98	2	12	1	7	.40711
Interpreting Data in Files	18	89	2	12	4	4	5.60402
Group Reports	24	83	5	9	2	6	1.26112
Socio Dramas; Role Playing	46	61	8	6	3	5	1.16001
Book Reviews	14	91	4	10	2	6	2.71266
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	6	102	0	14	0	8	1.28136
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	17	90	0	14	1	7	2.61780
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	9	95	2	11	1	7	.68605
Homogeneous Classes	3	101	2	11	1	7	5.06019
A. Fast Group	6	102	1	12	1	6	.90647
B. Slow Group	23	85	7	6	3	5	7.09405* #
C. Average Group	5	103	1	13	0	8	.59029
Ungraded Classes	33	68	3	9	5	2	4.86938

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level #Taught Ten Years or Less in Senior High School

**Significant Differences .01 level ##Taught More than Ten Years in Senior High School

***Significant Differences .001 level

Table XX

Part A - Total Years Teaching English

Data in Table XX are in terms of total years of teaching English. Part A is concerned with from 1-15 years of such experience. One significant difference exists among the respondents with respect to their feelings of academic competence; three significant differences exist with respect to the respondents' confidence in their own teaching ability. These significant differences are indicated in the table by asterisks.

With respect to the 4 items for which significant differences are shown, respondents who have taught English ten years or less show the highest confidence with respect to two items (#); respondents who have taught English eleven to fifteen years show the highest confidence with respect to two items (##).

Teaching experience of from 1 through 15 years seems to have little relationship to the respondents' feelings of competence or confidence.

Part B - Total Years Teaching English

Data in Part B of Table XX are in terms of total years of teaching English and cover 16 through 30 years of experience. One significant difference exists among the respondents with respect to their feelings of academic competence; three significant differences exist with respect to the respondents' confidence in their own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the 4 items for which significant differences are shown, respondents who have 21 to 30 years experience show the highest confidence with respect to three items (##); respondents who have taught sixteen through twenty years show the highest confidence with

respect to one item (#).

In general, when significant differences exist, respondents who have taught English from twenty-one through thirty years feel more confident than do other respondents.

Part C - Total Years Teaching English

Data in Part C of Table XX are in terms of thirty-one or more total years of teaching English. A study of the data presented in the table reveals that only one respondent had thirty-one to thirty-five years experience teaching English, two respondents had taught English thirty-six to forty years, and three respondents had taught English more than forty-one years. The total number of respondents who have taught more than thirty years seems inadequate to have validity for the study.

Summary - Table XX

When significant differences exist, respondents who have taught twenty-one years or more of English seem to feel more confident than do respondents who have taught fewer than twenty years of English.

Table XXI

Data in Table XXI are in terms of number of classes of English taught per day in the respondents' current teaching assignment. Two significant differences exist with respect to feelings of academic competence; eight significant differences exist with respect to the respondents' feelings of confidence in own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the ten items for which significant differences are shown, respondents who teach four or more classes of English per day show

TABLE XX
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF TOTAL YEARS OF
 TEACHING ENGLISH

PART A ITEMS OF RESPONSE	Total Years						Chi-Square
	1 - 5		6 - 10		11 - 15		
	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	25	104	13	47	6	25	4.27725
Drama	59	71	25	35	12	17	7.60552
Essay	70	60	25	35	10	21	17.65424* #
History, English Language	54	75	28	32	16	14	5.37074
Formal Grammar	20	110	4	55	2	29	9.31548
Linguistic Grammar	73	57	39	21	18	13	6.38352
Journalism	87	43	43	17	17	13	10.83110
Library Science	77	53	34	25	16	15	10.40140
Speech Arts	42	88	18	42	10	21	4.26336
Basic Reading Skills	38	92	11	49	4	27	7.38654
Study Reading Skills	32	98	8	52	4	27	7.31621
Literary Reading Skills	26	104	8	52	2	29	5.74055
Mechanics and Usage	7	123	5	55	0	31	4.37602
Oral Communication	7	123	5	55	2	29	3.98893
Written Communication	13	117	3	57	2	29	4.11129
Formal Composition	35	94	9	51	3	28	8.41003
Creative Writing	48	82	21	39	8	23	7.14350
Critical Thinking	30	100	15	45	6	25	8.34444
Listening	14	112	8	52	2	29	10.42512
Discussion Group Technique	35	94	12	47	8	23	3.55458
OWN TEACHING ABILITY							
Literature	21	109	13	46	5	26	6.02227
Drama	50	80	26	34	12	17	10.27823
Essay	65	65	25	35	11	20	19.03853* ##
History, English Language	53	77	27	33	11	19	1.47656
Formal Grammar	15	115	8	52	2	29	3.58983
Linguistic Grammar	70	60	32	28	15	15	5.65019
Journalism	92	38	42	18	20	10	11.29249
Library Science	81	49	31	28	18	12	11.19744
Speech Arts	48	81	25	35	9	21	4.04994
Basic Reading Skills	33	97	16	44	5	25	3.46423
Study Reading Skills	27	103	15	45	4	26	3.89375
Literary Reading Skills	23	107	8	52	1	30	7.08386
Mechanics and Usage	12	118	3	57	0	30	6.41115
Oral Communication	15	115	7	53	2	28	4.16031
Written Communication	20	110	2	58	4	27	9.36974
Formal Composition	34	96	10	50	2	27	8.27059
Creative Writing	45	85	21	39	13	18	9.16095
Critical Thinking	43	87	22	38	10	20	7.10492
Listening	19	111	9	51	4	26	3.85875
Discussion Group Technique	37	93	15	45	9	22	2.98231
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	41	87	18	42	11	19	2.77080
Team Teaching	69	59	30	30	15	15	6.74045
Teaching Machines	79	51	37	23	20	9	7.25374
Radio and Television	71	59	30	28	20	9	11.29276
Other Programmed Learning	55	74	32	27	17	13	7.90711
Newspapers	34	96	20	40	6	23	7.13902
Trips and Excursions	42	86	13	46	9	20	10.08045
Parent Conferences	23	107	7	53	5	25	7.92747
Evaluation	19	111	6	54	0	30	12.95057
Standardized Testing	29	100	7	53	3	28	16.20644* ##
Informal Testing	14	116	3	57	3	28	16.45357* #
Interpreting Data in Files	29	101	9	51	6	24	8.80572
Group Reports	29	101	16	44	6	24	3.77664
Socio Dramas; Role Playing	55	74	28	32	18	12	11.62084
Book Reviews	25	102	10	50	7	24	4.72042
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	24	106	10	50	2	29	5.30325
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	5	125	3	57	1	30	1.76695
ABILITY TO HANDLE CLASSES	43	87	13	46	7	24	14.82393
Heterogeneous Classes	14	116	3	55	2	26	3.86268
Homogeneous Classes	4	121	1	55	1	27	11.41480
A. Fast Group	7	121	3	56	3	28	3.01374
B. Slow Group	34	94	12	47	5	26	10.47850
C. Average Group	6	124	2	58	0	31	7.00067
Ungraded Classes	43	81	19	39	11	18	6.73087

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 8.

*Significant Differences

#Taught Ten Years or Less

**Significant Differences

##Taught More Than Ten Years

***Significant Differences

TABLE XX (Continued)

PART B ITEMS OF RESPONSE	Total Years						Chi-Square
	16 - 20		21 - 25		26 - 30		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	3	14	2	17	0	7	4.27725
Drama	5	12	6	13	1	6	7.60552
Essay	4	13	5	14	2	5	17.65424* #
History, English Language	5	12	8	11	3	4	5.37074
Formal Grammar	2	14	4	15	0	7	9.31548
Linguistic Grammar	11	5	9	10	5	2	6.38352
Journalism	9	8	8	11	5	2	10.83110
Library Science	7	10	6	12	5	2	10.40140
Speech Arts	7	10	5	14	3	4	4.26336
Basic Reading Skills	5	12	5	14	2	5	7.38654
Study Reading Skills	5	12	5	14	2	5	7.31621
Literary Reading Skills	4	13	3	16	1	6	5.74055
Mechanics and Usage	1	16	2	17	0	7	4.37602
Oral Communication	1	16	3	16	1	6	3.98893
Written Communication	2	15	3	16	0	7	4.11129
Formal Composition	3	14	3	16	2	5	8.41003
Creative Writing	2	15	5	14	2	5	7.14350
Critical Thinking	2	15	2	17	1	6	8.34444
Listening	1	16	3	16	1	6	10.42512
Discussion Group Technique	3	14	5	14	2	5	3.55458
OWN TEACHING ABILITY							
Literature	2	15	1	18	0	7	6.02227
Drama	4	13	5	14	0	7	10.27823
Essay	6	11	3	16	0	7	19.03853* ##
History, English Language	7	10	8	11	3	4	1.47656
Formal Grammar	1	16	3	16	0	7	3.58983
Linguistic Grammar	11	6	9	10	4	3	5.65019
Journalism	11	6	8	11	4	3	11.29249
Library Science	10	7	7	12	5	2	11.19744
Speech Arts	6	11	6	13	3	4	4.04994
Basic Reading Skills	5	12	5	14	2	5	3.46423
Study Reading Skills	5	12	4	15	2	5	3.89375
Literary Reading Skills	3	14	2	17	0	7	7.08386
Mechanics and Usage	0	17	1	18	0	7	6.41115
Oral Communication	0	17	1	18	1	6	4.16031
Written Communication	0	17	2	17	1	6	9.36974
Formal Composition	3	14	4	15	1	6	8.27059
Creative Writing	3	14	4	15	3	4	9.16095
Critical Thinking	3	14	5	14	2	5	7.10498
Listening	1	16	4	15	2	5	3.85875
Discussion Group Technique	4	13	4	15	2	5	2.98231
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	6	11	8	11	2	5	2.77080
Team Teaching	9	8	13	6	4	3	6.74045
Teaching Machines	9	8	16	3	5	2	7.25374
Radio and Television	9	8	12	6	3	4	11.29276
Other Programmed Learning	7	9	11	8	3	4	7.90711
Newspapers	6	11	2	17	2	5	7.13902
Trips and Excursions	9	8	4	15	4	3	10.08045
Parent Conferences	4	13	2	17	3	4	7.92747
Evaluation	4	13	1	18	2	5	12.95057
Standardized Testing	2	15	1	18	0	7	16.20644* ##
Informal Testing	4	13	2	17	0	7	16.45357* ##
Interpreting Data in Files	4	13	5	14	0	7	8.80572
Group Reports	6	11	3	16	2	5	3.77664
Socio Dramas; Role Playing	6	11	4	15	4	3	11.62084
Book Reviews	3	13	1	17	1	6	4.72042
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	16	0	19	0	7	1.76695
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	1	16	2	17	0	7	14.82093
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	3	14	2	17	1	6	3.86268
Homogeneous Classes	3	14	2	17	1	6	11.41480
A. Fast Group	2	15	2	17	0	7	3.01374
B. Slow Group	2	15	5	14	3	4	10.47850
C. Average Group	2	15	0	19	1	6	7.00067
Upgraded Classes	4	12	7	10	2	5	6.70087

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 8.

*Significant Differences .05 level #16 - 20 Total Years Teaching English

**Significant Differences .01 level ##26 - 30 Total Years Teaching English

***Significant Differences .001 level

TABLE XX (Continued)

PART C ITEMS OF RESPONSE	Total Years						Chi-Square
	31 - 35		36 - 40		41 -		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	0	1	2	2	0	3	4.27725
Drama	0	1	1	1	0	3	7.60552
Essay	0	1	0	2	0	3	17.65424*
History, English Language	0	1	0	2	1	2	5.37074
Formal Grammar	0	1	1	1	0	3	9.31548
Linguistic Grammar	1	0	2	0	1	2	6.38352
Journalism	0	1	1	1	1	2	10.83110
Library Science	0	1	1	1	0	2	10.40140
Speech Arts	0	1	0	2	0	3	4.26336
Basic Reading Skills	0	1	0	2	0	3	7.38654
Study Reading Skills	0	1	0	2	0	3	7.31621
Literary Reading Skills	0	1	0	2	0	3	5.74055
Mechanics and Usage	0	1	0	2	0	3	4.37602
Oral Communication	0	1	0	2	0	3	3.98893
Written Communication	0	1	0	2	0	2	4.11129
Formal Composition	0	1	0	2	1	2	8.41003
Creative Writing	0	1	0	2	1	2	7.14350
Critical Thinking	1	0	0	2	0	3	9.34444
Listening	1	0	0	2	0	3	10.42512
Discussion Group Technique	0	1	0	2	0	3	3.55458
OWN TEACHING ABILITY							
Literature	0	1	0	2	0	3	6.02227
Drama	0	1	1	1	0	3	10.27823
Essay	0	1	0	2	0	3	19.03853*
History, English Language	0	1	1	1	1	2	1.47656
Formal Grammar	0	1	0	2	0	3	3.58983
Linguistic Grammar	1	0	1	1	0	3	5.65019
Journalism	0	1	2	0	1	2	11.29249
Library Science	0	1	1	1	0	3	11.19744
Speech Arts	0	1	1	1	0	3	4.04994
Basic Reading Skills	0	1	0	2	0	3	3.46423
Study Reading Skills	0	1	0	2	0	2	3.89375
Literary Reading Skills	0	1	0	2	0	3	7.08386
Mechanics and Usage	0	1	0	2	0	3	6.41115
Oral Communication	0	1	0	2	0	3	4.16031
Written Communication	0	1	0	2	0	3	9.36974
Formal Composition	0	1	0	2	0	3	8.27059
Creative Writing	1	0	0	2	0	3	9.16095
Critical Thinking	1	0	0	2	0	3	7.10498
Listening	0	1	0	2	0	3	3.85875
Discussion Group Technique	0	1	0	2	0	3	2.98231
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	0	1	0	2	1	2	2.77080
Team Teaching	0	1	1	1	0	3	6.74045
Teaching Machines	1	0	1	1	1	2	7.25374
Radio and Television	0	1	0	2	0	3	11.29276
Other Programmed Learning	0	1	1	1	0	3	7.90711
Newspapers	0	1	1	1	0	3	7.13902
Trips and Excursions	0	1	1	1	1	2	10.08045
Parent Conferences	0	1	1	1	1	2	7.92747
Evaluation	0	1	1	1	0	3	12.95057
Standardized Testing	1	0	1	1	0	3	16.20644*
Informal Testing	1	0	0	2	1	2	16.45357*
Interpreting Data in Files	1	0	1	1	1	2	8.80572
Group Reports	0	1	0	2	1	2	3.77664
Socio Dramas; Role Playing	0	1	1	1	0	3	11.62084
Book Reviews	0	1	1	1	0	2	4.72042
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	1	0	2	0	3	1.76695
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	0	1	0	2	0	3	14.82093
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	0	1	0	2	0	3	3.86268
Homogeneous Classes	0	1	0	2	0	3	11.41480
A. Fast Group	0	1	0	2	0	1	3.01374
B. Slow Group	0	1	2	0	1	1	10.47850
C. Average Group	0	1	0	2	0	3	7.00067
Ungraded Classes	0	1	2	0	0	2	6.70287

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 8.

*Significant Differences .05 level

TABLE XXI
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF CLASSES OF ENGLISH
 TAUGHT PER DAY IN CURRENT TEACHING ASSIGNMENT

ITEMS OF RESPONSE	Classes of English Taught Per Day						Chi-Square
	2 - 3		4 - 5		6		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE							
Literature	23	60	23	142	3	17	7.16566* #
Drama	38	45	66	99	4	15	3.96175
Essay	45	38	61	105	10	10	7.30193* #
History, English Language	35	48	71	94	8	11	.01967
Formal Grammar	16	66	16	149	1	19	5.95288
Linguistic Grammar	43	40	105	60	11	9	3.37010
Journalism	51	32	106	60	13	6	.35787
Library Science	44	38	90	74	11	9	.03487
Speech Arts	25	58	52	114	7	13	.18064
Basic Reading Skills	18	65	42	124	4	16	.57003
Study Reading Skills	17	66	34	132	4	16	.00264
Literary Reading Skills	17	66	21	145	5	15	3.83434
Mechanics and Usage	5	78	9	157	1	19	.05176
Oral Communication	5	78	12	154	2	18	.40624
Written Communication	8	74	15	151	0	20	2.06522
Formal Composition	23	60	31	134	2	18	4.21218
Creative Writing	33	50	49	117	5	15	3.18431
Critical Thinking	21	62	33	133	3	17	1.46965
Listening	7	76	20	142	3	17	1.12828
Discussion Group Technique	21	61	41	124	3	17	1.04222
OWN TEACHING ABILITY							
Literature	23	60	18	147	1	19	13.65837** #
Drama	36	47	59	106	2	17	7.27266* #
Essay	45	38	55	111	10	10	10.91856** #
History, English Language	41	42	64	102	5	14	4.52204
Formal Grammar	16	67	12	154	1	19	9.10140* #
Linguistic Grammar	42	41	92	74	9	10	.81119
Journalism	58	25	108	58	13	6	.60389
Library Science	43	40	94	71	15	4	4.64477
Speech Arts	30	52	58	108	9	10	1.14186
Basic Reading Skills	19	64	41	125	5	14	.14570
Study Reading Skills	17	65	34	132	5	14	.35425
Literary Reading Skills	17	66	15	151	4	16	7.06985* #
Mechanics and Usage	8	75	7	159	1	18	2.91558
Oral Communication	10	73	13	152	3	17	1.78844
Written Communication	10	73	15	151	4	16	2.43123
Formal Composition	20	63	29	136	5	14	1.92563
Creative Writing	29	54	56	110	5	15	.73022
Critical Thinking	29	54	50	116	7	12	.80168
Listening	14	69	23	143	2	17	.67027
Discussion Group Technique	27	56	38	128	6	14	2.79062
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES							
Group Teaching	30	53	52	112	5	14	.97271
Team Teaching	52	31	82	37	7	12	5.68721
Teaching Machines	53	30	104	61	11	8	.23764
Radio and Television	47	35	89	75	9	10	.65115
Other Programmed Learning	44	37	74	91	8	12	2.42833
Newspapers	30	53	35	130	6	13	6.56847* #
Trips and Excursions	26	57	50	113	7	11	.50812
Parent Conferences	15	68	26	140	5	14	1.43056
Evaluation	14	69	16	149	3	17	2.77412
Standardized Testing	16	66	26	140	2	18	1.24146
Informal Testing	14	69	13	153	1	19	5.52272
Interpreting Data in Files	14	69	41	125	1	18	5.07638
Group Reports	28	55	33	133	2	17	7.82388* #
Socio Dramas; Role Playing	43	40	66	98	6	14	4.51163
Book Reviews	23	57	24	139	1	19	9.62324** #
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE							
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	5	78	3	163	2	18	5.13160
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	21	62	39	126	5	15	.08986
ABILITY TO HANDLE CLASSES							
Heterogeneous Classes	8	74	16	147	1	18	.42281
Homogeneous Classes	2	78	9	149	1	18	1.23512
A. Fast Group	6	74	9	155	2	18	.81672
B. Slow Group	26	55	37	127	4	16	2.93063
C. Average Group	2	81	8	158	1	19	.86488
Ungraded Classes	24	56	60	96	3	16	4.75254

NL - None or Little AO - Adequate or Outstanding
 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.
 *Significant Differences .05 level #4 - 6 classes of English taught per day.
 **Significant Differences .01 level

the highest confidence with respect to all ten items (#).

Teachers who teach four or more classes of English per day indicate more confidence than teachers who teach fewer than four classes of English per day.

Table XXII

Data in Table XXII are in terms of number of classes of other subjects taught per day in current teaching assignment. Three significant differences exist with respect to feelings of academic competency four significant differences exist with respect to the teachers' confidence in their own teaching competency. Significant differences are indicated in the table by asterisks.

With respect to the seven items for which significant differences are shown, teachers who are currently teaching one to two classes of other subjects per day show the highest confidence with respect to six items (#); teachers who are currently teaching three to four classes of other subjects per day show the highest confidence with one item (##).

Teachers who teach one or two classes of subjects other than English per day tend to feel more confident than teachers who teach more than two classes of subjects other than English per day.

Table XXIII

Data in Table XXIII are in terms of average class size of English classes in current teaching assignment of the respondent. A study of the data presented in the table reveals that two significant differences exist among the respondents with respect to their feelings of academic competency; four significant differences exist with respect to the

TABLE XXII
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF NUMBER OF CLASSES OF OTHER
 SUBJECTS TAUGHT PER DAY IN CURRENT TEACHING ASSIGNMENT

ITEMS OF RESPONSE	Other Classes Per Day				Chi-Square
	1 - 2		3 - 4		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	20	69	12	30	.57506
Drama	34	55	19	23	.58637
Essay	37	52	24	18	2.78003
History, English Language	37	52	19	23	.15661
Formal Grammar	12	75	10	32	2.00898
Linguistic Grammar	49	40	24	18	.05035
Journalism	57	32	24	18	.57599
Library Science	43	44	26	16	1.77317
Speech Arts	25	64	13	29	.11353
Basic Reading Skills	24	65	7	35	1.67568
Study Reading Skills	17	72	11	31	.85335
Literary Reading Skills	14	75	10	32	1.24466
Mechanics and Usage	5	84	4	38	.68035
Oral Communication	7	82	3	39	.02111
Written Communication	7	81	4	38	.09039
Formal Composition	14	75	13	29	4.04072* #
Creative Writing	29	60	17	25	.78000
Critical Thinking	15	74	15	27	5.74867* #
Listening	5	81	7	35	3.91196* #
Discussion Group Technique	20	68	10	31	.04333
OWN TEACHING ABILITY					
Literature	16	73	12	30	1.90557
Drama	33	56	18	24	.40075
Essay	33	56	24	18	4.67356* #
History, English Language	39	50	23	19	1.37036
Formal Grammar	12	77	8	34	.68297
Linguistic Grammar	44	45	24	18	.67852
Journalism	64	25	26	16	1.32846
Library Science	47	41	24	18	.15990
Speech Arts	32	56	16	26	.03660
Basic Reading Skills	30	59	7	35	4.08866* ###
Study Reading Skills	21	67	7	35	.87139
Literary Reading Skills	13	76	8	34	4.1805
Mechanics and Usage	6	83	5	37	.98894
Oral Communication	10	79	8	34	1.46908
Written Communication	6	83	9	33	6.07054* #
Formal Composition	11	78	12	30	5.18114* #
Creative Writing	31	58	17	25	.39163
Critical Thinking	25	64	16	26	1.32846
Listening	13	76	10	32	1.66954
Discussion Group Technique	27	62	13	29	.00509
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
Group Teaching	32	55	14	28	.14680
Team Teaching	43	44	27	15	2.52040
Teaching Machines	55	34	25	17	.06205
Radio and Television	51	38	21	20	.42045
Other Programmed Learning	45	43	20	21	.06209
Newspapers	22	66	15	27	1.60293
Trips and Excursions	32	57	10	32	1.93243
Parent Conferences	13	76	8	34	.41805
Evaluation	13	75	7	35	.07834
Standardized Testing	13	76	11	30	2.78562
Informal Testing	12	77	7	35	.23321
Interpreting Data in Files	18	71	8	34	.02485
Group Reports	27	62	14	28	.11913
Socio Dramas; Role Playing	42	46	20	22	.00013
Book Reviews	17	70	13	27	2.55084
ABILITY TO ORGANIZE AND CONTROL CLASSROOM					
Ability to Organize and Control Classroom	4	85	1	41	.34717
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES					
Ability to Direct Extra-Curricular Activities	18	70	9	33	.01639
ABILITY TO HANDLE CLASSES					
Heterogeneous Classes	6	83	6	35	2.08684
Homogeneous Classes	4	82	1	39	.33152
A. Fast Group	4	82	4	37	1.22582
B. Slow Group	21	66	14	27	1.40505
C. Average Group	3	86	2	40	.15041
Ungraded Classes	29	46	9	31	1.73509

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.

*Significant Differences .05 level

#1 - 2 Classes per Day of Subjects Other Than English

###More Than Two Classes Per Day of Subjects Other Than English

TABLE XXIII
 FREQUENCY DISTRIBUTION OF RESPONSES IN TERMS OF AVERAGE CLASS SIZE
 OF ENGLISH CLASSES IN CURRENT TEACHING ASSIGNMENT

ITEMS OF RESPONSE	Average Class Size								Chi-Square
	Less Than 20		20 - 30		30 - 40		Over 40		
CONFIDENCE IN:	NL	AO	NL	AO	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE									
Literature	0	0	32	128	16	89	1	3	1.09041
Drama	0	0	70	89	36	69	3	1	4.46906
Essay	0	0	71	89	41	65	4	0	6.23430* #
History, English Language	0	0	69	90	44	61	2	2	.14073
Formal Grammar	0	0	21	138	12	93	0	4	.75557
Linguistic Grammar	0	0	92	68	64	41	3	1	.73689
Journalism	0	0	104	55	65	41	2	2	.78175
Library Science	0	0	92	68	52	51	2	2	1.28010
Speech Arts	0	0	55	105	28	78	2	2	2.81831
Basic Reading Skills	0	0	40	120	24	82	1	3	.19593
Study Reading Skills	0	0	30	130	26	80	0	4	2.35747
Literary Reading Skills	0	0	23	137	21	85	0	4	2.17187
Mechanics and Usage	0	0	7	153	8	98	0	4	1.46162
Oral Communication	0	0	14	146	5	101	0	4	1.89261
Written Communication	0	0	13	147	10	95	0	4	.53827
Formal Composition	0	0	34	126	22	83	0	4	1.07092
Creative Writing	0	0	53	107	34	72	0	4	1.96239
Critical Thinking	0	0	37	123	19	87	1	3	1.07225
Listening	0	0	14	144	14	90	2	2	7.41202* ##
Discussion Group Technique	0	0	38	120	25	81	2	2	1.47263
OWN TEACHING ABILITY									
Literature	0	0	30	129	11	95	1	3	3.75137
Drama	0	0	59	99	36	70	3	1	2.89813
Essay	0	0	68	92	39	67	3	1	2.83416
History, English Language	0	0	63	96	45	61	3	1	2.1137
Formal Grammar	0	0	16	144	12	94	1	3	.97710
Linguistic Grammar	0	0	86	73	55	51	2	2	.14004
Journalism	0	0	106	53	71	35	3	1	.12274
Library Science	0	0	96	63	53	52	4	0	5.58276
Speech Arts	0	0	56	100	38	68	2	2	.33609
Basic Reading Skills	0	0	40	119	25	81	1	3	.08539
Study Reading Skills	0	0	37	122	20	85	0	4	1.77038
Literary Reading Skills	0	0	23	137	14	92	0	4	.71822
Mechanics and Usage	0	0	9	150	7	99	0	4	.35796
Oral Communication	0	0	20	140	6	99	0	4	3.77777
Written Communication	0	0	17	143	12	94	0	4	.52075
Formal Composition	0	0	36	123	18	87	0	4	2.21302
Creative Writing	0	0	59	101	28	78	3	1	6.31114* #
Critical Thinking	0	0	54	105	30	76	2	2	1.54379
Listening	0	0	24	135	14	92	1	3	.54390
Discussion Group Technique	0	0	47	113	22	84	2	2	3.62161
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES									
Group Teaching	0	0	54	103	32	74	1	3	.61597
Team Teaching	0	0	87	70	51	55	3	1	2.15581
Teaching Machines	0	0	105	54	60	45	4	0	4.52657
Radio and Television	0	0	93	65	48	55	4	0	7.14233* #
Other Programmed Learning	0	0	84	75	38	65	4	0	10.88040** #
Newspapers	0	0	42	116	27	79	2	2	1.19243
Trips and Excursions	0	0	49	106	32	74	2	2	.71811
Parent Conferences	0	0	29	130	16	90	1	3	.62239
Evaluation	0	0	23	136	8	98	2	2	8.19952* #
Standardized Testing	0	0	27	133	16	89	1	3	.34586
Informal Testing	0	0	18	142	9	97	1	3	1.45721
Interpreting Data in Files	0	0	33	126	22	84	1	3	.04308
Group Reports	0	0	43	116	18	88	2	2	5.19031
Socio Dramas; Role Playing	0	0	73	86	40	65	3	1	3.23787
Book Reviews	0	0	33	123	13	91	2	2	5.90544
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE									
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	0	0	26	134	15	91	1	3	.48956
ABILITY TO DIRECT EXTRA-CURRICULAR ACTIVITIES	0	0	6	154	4	102	0	4	.15625
ABILITY TO HANDLE CLASSES	0	0	45	114	20	86	1	3	3.05757
Heterogeneous Classes	0	0	19	140	6	96	0	4	3.10032
Homogeneous Classes	0	0	9	144	3	98	0	4	1.36152
A. Fast Group	0	0	10	147	7	97	0	4	.29200
B. Slow Group	0	0	46	111	20	85	1	3	3.50936
C. Average Group	0	0	8	152	3	103	0	4	.94054
Ungraded Classes	0	0	53	100	34	65	1	3	.16066

NL - None or Little AO - Adequate or Outstanding

Chi-Square values were calculated at the .05 significance level. The degree of freedom is 2.

*Significant Differences .05 level #Average Class Size Over 30

**Significant Differences .01 level ##Average Class Size Less Than 30

the respondents' feelings of confidence in their own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the six items for which significant differences are shown, respondents who have an average class size of more than thirty students show the highest confidence with respect to five items (#); respondents who have an average class size of fewer than thirty students show the highest confidence with respect to one item (##).

In general, respondents whose average English class size is more than thirty students, feel more confident than respondents whose English classes average fewer than thirty students.

Table XXIV

Data in Table XXIV are in terms of supervisory assistance from a specialist in teaching the language arts. One significant difference exists among the respondents with respect to their feelings of academic competency; one significant difference exists with respect to the respondents' feelings of confidence in their own teaching ability. Significant differences are indicated in the table by asterisks.

With respect to the two items for which significant differences are shown, teachers who have supervisory assistance show the highest confidence with respect to both items (#).

When significant differences exist, respondents who have supervisory assistance seem to feel more confident than those respondents who do not.

Two hundred seventy completed, usable returns were received from the 510 check lists sent to 172 schools. The returns were processed by the computing center at Oklahoma State University. When the responses had been compiled, the data were subjected to treatment by the Chi-Square

TABLE XXIV
 FREQUENCY DISTRIBUTION OF RESPONSES WITH REGARD TO SUPERVISORY ASSISTANCE
 FROM A SPECIALIST IN TEACHING THE LANGUAGE ARTS

ITEMS OF RESPONSE	Supervisory Assistance				Chi-Square
	Yes		No		
CONFIDENCE IN:	NL	AO	NL	AO	
OWN ACADEMIC COMPETENCE					
Literature	1	21	48	199	3.00545
Drama	6	16	103	143	1.78323
Essay	7	15	109	139	1.21402
History, English Language	11	11	104	142	.49174
Formal Grammar	2	20	31	215	.23051
Linguistic Grammar	13	9	146	101	.00000
Journalism	14	8	157	90	.00004
Library Science	13	8	133	113	.47987
Speech Arts	2	20	83	165	5.56675* #
Basic Reading Skills	4	18	61	187	.45494
Study Reading Skills	3	19	53	195	.73538
Literary Reading Skills	3	19	41	207	.12423
Mechanics and Usage	0	22	15	233	1.40891
Oral Communication	0	22	19	229	1.81307
Written Communication	1	20	22	226	.41806
Formal Composition	5	16	51	197	.12367
Creative Writing	7	15	80	168	.00179
Critical Thinking	3	19	54	194	.80352
Listening	1	21	29	215	1.08649
Discussion Group Technique	6	16	59	187	.11890
OWN TEACHING ABILITY					
Literature	1	21	41	206	2.22761
Drama	8	14	90	156	.00042
Essay	8	14	102	146	.19007
History, English Language	10	12	101	146	.17360
Formal Grammar	0	22	29	219	2.86214
Linguistic Grammar	9	13	134	113	1.44411
Journalism	15	7	165	82	.01738
Library Science	14	8	139	107	.41933
Speech Arts	5	17	93	153	1.97916
Basic Reading Skills	3	19	63	184	1.53713
Study Reading Skills	2	19	55	192	1.87699
Literary Reading Skills	3	19	34	214	.00009
Mechanics and Usage	1	21	15	232	.08424
Oral Communication	0	22	26	221	2.56356
Written Communication	3	19	26	222	.20947
Formal Composition	4	18	50	196	.05766
Creative Writing	7	15	83	165	.02474
Critical Thinking	2	20	84	163	5.76660* #
Listening	1	21	38	209	1.91456
Discussion Group Technique	4	18	67	181	.81371
COMPETENCE IN PRACTICES, MATERIALS, OR DEVICES					
Group Teaching	7	15	80	165	.00640
Team Teaching	9	13	132	113	1.36234
Teaching Machines	12	10	157	89	.74586
Radio and Television	10	12	135	108	.83072
Other Programmed Learning	8	14	118	126	1.16504
Newspapers	7	15	64	182	.34906
Trips and Excursions	9	13	74	169	1.02539
Parent Conferences	4	18	42	205	.01976
Evaluation	1	21	32	215	1.32751
Standardized Testing	5	17	39	208	.71068
Informal Testing	2	20	26	222	.04218
Interpreting Data in Files	5	17	51	196	.05299
Group Reports	4	18	59	188	.36656
Socio Dramas; Role Playing	7	15	109	137	1.28341
Book Reviews	5	17	43	199	.33333
KNOWLEDGE OF MATERIALS, SOURCES TO MAKE CLASSES INTERESTING, INFORMATIVE					
ABILITY TO ORGANIZE AND CONTROL CLASSROOM	1	21	9	239	.04758
ABILITY TO DIRECT EXTRA- CURRICULAR ACTIVITIES	7	15	59	188	.68635
ABILITY TO HANDLE CLASSES					
Heterogeneous Classes	0	21	25	219	2.37576
Homogeneous Classes	0	21	12	225	1.11515
A. Fast Group	2	19	15	229	.36713
B. Slow Group	7	15	60	184	.55950
C. Average Group	0	22	11	237	1.01724
Ungraded Classes	6	13	82	155	.07112

NL - None or Little AO - Adequate or Outstanding
 Chi-Square values were calculated at the .05 significance level. The degree of freedom is 1.
 *Significant Differences .05 level #Have supervisory Assistance

technique to determine significant differences in the responses.

The treated data have been presented in Tables I through XXIV. According to the data shown in the tables, the number of significant differences in relation to feelings of confidence in academic preparation ranges from 0 to 15 in the various tables. The number of significant differences in relation to feelings of confidence in teaching ability ranges from 0 to 22 in the various tables. These significant differences will be further discussed in Chapter V.

According to the data of the study, as shown in Tables I through XXIV, the number of significant differences in regard to the variables of the study related to confidence range from 0 to 32. These significant differences will be further discussed in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Educators are showing increasing concern about the quantity and quality of English currently taught in the public schools. Many recently published documents concerning education have been in the form of criticism of the teaching of English and of the teacher of English. The self-confident and competent teacher remains the central element in the English program. Authorities recognize that the attitudes of teachers and the teachers' feelings of competency greatly affect their effectiveness in the classroom and the quality of their teaching. The attitude of the teacher of English toward his own competencies could be an important factor in relation to his success in the classroom.

Problem of the Study

The current study was, therefore, concerned with the feelings of teachers who are currently teaching English in approved junior high schools of Oklahoma toward their own academic and professional competence. It is also concerned with whether or not significant differences exist among these teachers in terms of certain selected factors in their educational backgrounds and experiences.

The major purpose of the study was to determine the confidence or

lack of confidence with which teachers of English in approved junior high schools of Oklahoma regard their own academic and professional competence. A second purpose was to compare the confidence shown by these teachers with such factors as the type of institution in which the teachers were prepared, the degree held, the courses taken, participation in professional organizations, highest type of certification, source of certification, and teaching experience.

The study was based on the hypothesis that the confidence of teachers employed to teach English in the junior high schools of Oklahoma is related to their academic and professional training. The study was also based on the hypothesis that a stratified random sampling, with data treated by the Chi-Square formula, will reveal significant differences among teachers in relation to certain variables. These data can be regarded as significant and not due to chance when the probability level is .05 or less.

The study included a sampling of those teachers who teach two or more classes of English in the seventh, eighth, or ninth grades of these schools in Oklahoma which have approved junior high schools.

Procedures of the Study

A survey was made of available professional literature relative to the attitudes of teachers, the preparation of teachers of English with respect to their own competencies, and the certification of teachers of English in Oklahoma. A letter was sent to each of the sixteen colleges and universities in Oklahoma approved for teacher certification. Charts were compiled to show the similarities and differences for the certification of teachers among the sixteen colleges and universities.

A list of the 305 approved junior high schools in Oklahoma was obtained from the Oklahoma State Department of Education. A letter was sent to the principal of each of the schools to determine the number of teachers who were currently teaching two or more classes of English. A total of 790 junior high teachers met the criteria. A stratified random sampling technique was used to determine 400 possible respondents for the study.

A teacher self-confidence assessment sheet and a personal data sheet were prepared and submitted to sixteen recognized writers and educators in the field of language arts for evaluation and for suggestions for improvement. The suggestions from the jury of experts were compiled and changes were made in the instrument. The revised instrument was then submitted to ten teachers of English teaching at that time in two approved junior high schools of Oklahoma. This trial run was for clarification and improvement of the instrument and for determining the approximate time required for checking the questionnaire. Revisions were made and the check lists were then sent to the respondents selected for the study. Chi-Square statistical tests were applied to the data received from the respondents to evaluate findings.

Summary of Findings

The details of the findings of the study are given in Tables 1 through XXIV, in Chapter IV. From those tables, a summary table, Table XXV, was compiled.

A study of the data presented in Table XXV reveals that significant differences in confidence in academic preparation are related to the

variables of the study as follows:

Area of Academic Preparation	Number of Variables
Literature	14
Journalism	14
Speech Arts	12
Essay	9
Formal Composition	9
Library Science	8
Discussion Group Technique	8
Drama	7
Listening	7
Critical Thinking	6
History, English Language	5
Literary Reading Skills	5
Oral Communication	5
Written Communication	5
Mechanics and Usage	4
Formal Grammar	3
Basic Reading Skills	3
Creative Writing	3
Linguistic Grammar	2
Study Reading Skills	2

A further study of the data presented in Table XXV reveals that significant differences in confidence in teaching ability are related to the variables of the study as follows:

Area of Professional Competence	Number of Variables
Socio Dramas; Role Playing	15
Journalism	14
Discussion Group Technique	14
Book Reviews	14
Speech Arts	12
Drama	10
Radio and Television	9
Newspapers	9
Informal Testing	9
Essay	8
Critical Thinking	8
Literature	7
Literary Reading Skills	7
Evaluation	7
Interesting, Informative Classes	7
Homogeneous, Fast Group	7
History, English Language	6

Formal Composition	6
Teaching Machines	6
Other Programmed Learning	6
Trips and Excursions	6
Parent Conferences	6
Extra-Curricular Activities	6
Ungraded Classes	6
Creative Writing	5
Standardized Testing	5
Interpreting Data in Files	5
Heterogeneous Classes	5
Homogeneous Classes	5
Formal Grammar	4
Linguistic Grammar	4
Library Science	4
Oral Communication	4
Written Communication	4
Group Teaching	4
Group Reports	4
Basic Reading Skills	3
Control of Classroom	3
Homogeneous, Slow Group	3
Study Reading Skills	2
Mechanics and Usage	2
Listening	2
Team Teaching	2
Homogeneous, Average Group	1

A further study of the data in Table XXV show that the significant differences in confidence in combined academic and professional competency are related to the variables of the study as follows:

Variables of the Study	Number of Significant Differences
Improvement of Preparation (Literary Reading)	32
Improvement of Preparation (Professional Literature)	22
Reading the English Journal	22
Attending Meetings and Conferences - OCTE	19
Reporting on Attended Meetings - OCTE	18
Secondary Subject Field or Fields	18
Reading the Oklahoma English Bulletins	16
Certificate upon which current assignment is based	15
Date of last college hours in English preparation	13
English Preparation Improvement (Traveling)	13
Paying Dues to National Council of Teachers of English	12
Number of college hours in Speech	12
Taking Part on Programs - NCTE	11
Undergraduate Major or Majors	11
Attending Meetings and Conferences - NCTE	10

Paying Dues - OCTE	10
Number of classes of English taught per day	10
Reporting on attending meetings - NCTE	9
Taking part on programs - OCTE	9
Date of highest degree	8
Contributing to the OCTE Newsletter	8
Number of classes taught per day other than English	7
Source of support of institution of undergraduate work	6
Highest degree held	6
Course work - English Literature	6
Average size of English classes	6
Type of institution of graduate preparation	5
Graduate Major or Majors	5
Course work - World Literature	5
Course work - Journalism	5
Total years teaching experience - Junior High	5
Type of institution of undergraduate preparation	4
Graduate Minor or Minors	4
Course work - American Literature	4
Total years teaching experience, current year included	4
Total years teaching English 1 - 15 years	4
Total years teaching English 16- 30 years	4
Semester hours in English since Oklahoma certification	3
Contributing to The English Journal	3
Undergraduate Minor or Minors	3
Course work - Oral English	3
Course work - Library Science	3
Total years teaching experience - Senior High	3
Source of support of graduate institution	2
Date of last college hours	2
Number college hours of literature in general courses	2
Number college hours of literature in special areas	2
Supervisory assistance from specialist in Language Arts	2
Course work - History, English Language	1
Course work - Written English	0
Course work - Dramatics	0
Total years Teaching English (31 or more)	0

From the data of the study, as shown in Tables I through XXIV and as summarized in Table XXV, greatest confidence is shown by those respondents who:

attended state and private colleges as undergraduates and state colleges and universities for graduate work; hold Master of Teaching and Master of Arts degrees; have held higher degrees longer than those whose degrees are more recent

did last work before 1960; did last work in English since

1950; and have done 20 hours or more since Oklahoma certification

have done much literary reading, much traveling, much reading of professional literature

participate in the National Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading The English Journal, contributing to The English Journal

participate in the Oklahoma Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading the Oklahoma English Bulletin, contributing to the Oklahoma Council of Teachers of English Newsletter

majored in subjects other than English at the undergraduate level; majored in English at the graduate level. minored in English at the undergraduate level; minored in subjects other than English at the graduate level

had taken more than 12 college hours in oral English, English Literature, World Literature, Journalism, Speech, History and Structure of the English Language, and special areas in literature

had current assignment based upon a secondary certificate, had certification in subject fields other than English; had taught more than 10 years elementary school, more than 10 years in junior high school, and fewer than 10 years in senior high school

had teaching experience from 21 to 30 years; taught 4 or more classes of English per day; taught 1 or 2 classes of subjects other than English per day; had an average of more than 30 students in classes of English per day; and had supervisory assistance.

Conclusions

From the detailed data presented in Tables I through XXIV and summarized in Table XXV, the following conclusions may be drawn:

Teachers currently teaching two or more classes of English in approved junior high schools of Oklahoma evidence significant differences in their feelings of confidence with respect to both their academic competence and their professional competence. The differences in confidences are greater with respect to

1950; and have done 20 hours or more since Oklahoma certification

have done much literary reading, much traveling, much reading of professional literature

participate in the National Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading The English Journal, contributing to The English Journal

participate in the Oklahoma Council of Teachers of English by paying dues, attending meetings and conferences, reporting on meetings to own faculty, taking part on programs, reading the Oklahoma English Bulletin, contributing to the Oklahoma Council of Teachers of English Newsletter

majored in subjects other than English at the undergraduate level; majored in English at the graduate level. minored in English at the undergraduate level; minored in subjects other than English at the graduate level

had taken more than 12 college hours in oral English, English Literature, World Literature, Journalism, Speech, History and Structure of the English Language, and special areas in literature

had current assignment based upon a secondary certificate, had certification in subject fields other than English; had taught more than 10 years elementary school, more than 10 years in junior high school, and fewer than 10 years in senior high school

had teaching experience from 21 to 30 years; taught 4 or more classes of English per day; taught 1 or 2 classes of subjects other than English per day; had an average of more than 30 students in classes of English per day; and had supervisory assistance.

Conclusions

From the detailed data presented in Tables I through XXIV and summarized in Table XXV, the following conclusions may be drawn:

Teachers currently teaching two or more classes of English in approved junior high schools of Oklahoma evidence significant differences in their feelings of confidence with respect to both their academic competence and their professional competence. The differences in confidences are greater with respect to

professional competence than with respect to academic competence.

Wide reading, extensive travel, and attendance at and participation in professional meetings increase teachers' feelings of competency.

Experience, especially at the elementary or junior high school level results in more confidence, particularly with respect to professional competence.

A degree, especially a master's degree, held for several years, and the completion of recent course work in English contribute to feelings of confidence.

The holding of a secondary certificate based on at least a minor in English, and a major teaching assignment in English increases teachers' feelings of confidence and competence.

If the assumption that confidence is related to competence is accepted, teachers employed to teach English in approved junior high schools should be experienced, hold master's degrees, have completed recent course work in English, have read widely, have traveled extensively, have attended and participated in professional meetings, have at least a minor in English, have 10 or more years of teaching in English at the elementary or junior high level, have more than 20 years total teaching experiences, have a major teaching assignment in English, and hold a secondary certificate in Language Arts.

Evidence obtained from examination of the study reveals a problem confronting educators for years, namely, depth versus breadth in a course of study. On the basis of introspection on the part of this particular group, depth of study of English was not significant at the undergraduate level but was significant at the graduate level.

Recommendations

Administrators and persons responsible for the employment of teachers may find the conclusions drawn in the study a helpful guide for employing teachers.

Based upon the findings of the present study, further studies in the area may be made, such as:

1. a study asking teachers to identify factors in their background to which they attribute their confidence
2. a study similar to the present study at the secondary level
3. a study similar to the present study of teachers teaching Language Arts in grades 7 and 9 in schools which do not have approved junior high school programs
4. more intensive study of special courses taken in relation to confidence.

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APPENDIXES

APPENDIX A

ORIGINAL CHECK LIST SENT TO JURY OF EXPERTS

Original Check List Sent to Jury of Experts

TEACHER SELF-ASSESSMENT

		<u>Degree of Confidence</u>			
		None	Little	Adequate	Outstanding
1.	Do you feel confident of your own academic competence (knowledge) in:				
	Literature				
	Literary Reading				
	Basic Reading				
	Study Reading				
	History of English Language				
	Formal Grammar				
	Linguistic Grammar				
	Mechanics and Usage				
	Oral Communication				
	Written Communication				
	Formal Composition				
	Creative Writing				
	Journalism				
	Library Science				
	Speech Arts				
	Logical Thinking				
	Listening				
	Discussion Group Technique				
	Use of Mass Media				
2.	Do you feel confident of your ability to teach:				
	Literature				
	Literary Reading				
	Basic Reading				
	Study Reading				
	History of English Language				
	Formal Grammar				
	Linguistic Grammar				
	Mechanics and Usage				
	Oral Communication				
	Written Communication				
	Formal Composition				
	Creative Writing				
	Journalism				
	Library Science				
	Speech Arts				
	Logical Thinking				
	Listening				
	Discussion Group Technique				
	Use of Mass Media				

Degree of Confidence

	None	Little	Adequate	Outstanding
3. Do you feel competent to use the following practices, material, or devices in your classes?				
Group Teaching	—	—	—	—
Team Teaching	—	—	—	—
Teaching Machines	—	—	—	—
Radio and Television	—	—	—	—
Newspapers	—	—	—	—
Trips and Excursions	—	—	—	—
Parent Conferences	—	—	—	—
Evaluation	—	—	—	—
Standard Testing	—	—	—	—
Informal Testing	—	—	—	—
Group Reports	—	—	—	—
Socio Dramas	—	—	—	—
Book Reviews	—	—	—	—
Programmed Learning	—	—	—	—
Demonstration Teaching	—	—	—	—
4. Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and more informative?	—	—	—	—
5. Do you feel confident of your ability to organize and control a classroom?	—	—	—	—
6. Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers?	—	—	—	—
7. Do you feel confident of your ability to handle:				
Heterogeneous classes	—	—	—	—
Homogeneous classes, based on ability grouping	—	—	—	—
a. fast group	—	—	—	—
b. slow group	—	—	—	—
Ungraded classes	—	—	—	—

13. College major: undergraduate _____ graduate _____

14. College minor: undergraduate _____ graduate _____

15. How many semester hours do you have in each of the following areas:
(Include both graduate and undergraduate hours.)

Written English _____
 Oral English _____
 Literature _____
 English _____
 American _____
 Dramatics _____
 Journalism _____
 Library Science _____
 Speech _____

16. How many of your literature hours are in general courses, such as Survey of English Literature? _____

17. How many of your literature hours are in special fields such as:
18th Century, Hawthorne, Poe, Milton, _____

18. Teaching certificate held:

_____ Elementary _____ Secondary _____
 Temporary ___ Provisional ___ Standard ___ Temporary ___ Provisional ___ Standard ___

If secondary, in what subject field of fields are you certified:

(1) _____ (2) _____ (3) _____

19. Total years teaching experience _____
 Elementary Junior High Senior High

20. Total years teaching English _____

21. Number of classes of English you teach per day _____

22. Number of classes of other subjects you teach per day _____

23. What is the average class size of your English classes:

Less than 20 _____ 20-30 _____ 30-40 _____ More _____

24. Do you have supervisory assistance from a specialist in teaching the language arts? Yes No (Circle)

APPENDIX B
THE JURY OF EXPERTS

THE JURY OF EXPERTS

Dr. Dwight L. Burton
Florida State University
Tallahassee, Florida

Dr. Michael J. Cardone
University of Michigan
Ann Harbor, Michigan

Dr. John I. Goodlad, Director
Center for Teacher Education
The University of Chicago
Chicago, Illinois

Dr. Alfred H. Grommon
Professor of Education and English
Stanford University
Stanford, California

Dr. Katherine Hamm, Associate Professor
Teaching of English
University of Chicago
Chicago, Illinois

Dr. J. N. Hock
Professor of English
University of Illinois
Champaign, Illinois

Dr. Albert R. Kitzhaber
University of Oregon
Eugene, Oregon

Dr. Albert H. Marckwardt
Professor of English and Linguistics
Princeton University
Princeton, New Jersey

Dr. Joseph E. Mersand
Chairman, Department of English
Jamaica High School
Long Island, New York

Dr. Robert C. Pooley
Professor of English
University of Wisconsin

Dr. Louise M. Rosenblatt
New York University
New York City, New York

Dr. Edwin H. Sauer
Professor of English
Chicago Teachers College South
Chicago, Illinois

Dr. Eugene E. Slaughter
Professor of English
Southeastern State College
Durant, Oklahoma

Dr. Ruth G. Strickland
Professor of Education
Indiana University
Bloomington, Indiana

Dr. Donald R. Tuttle
Specialist for College English
U. S. Office of Education
Department of Health, Education
and Welfare

Dr. David H. Russell
University of California
Berkeley, California

APPENDIX C

LETTER SENT TO JURY OF EXPERTS

1-A Corner Place
Stillwater, Oklahoma
October 20, 1964

I am undertaking a study in which I believe you will be interested. In order to make the study, however, I will need your assistance.

I am planning a survey of which the major purpose will be to determine the degree of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence. Other purposes of the study will be to compare the degree of confidence with such factors as type of institution in which prepared, degree held, courses taken, type of certification, fields of certification, and source of certification. Further purposes will be to compare academic and professional preparation as found in professional literature and in the state requirements for certification in Oklahoma.

A personal data sheet and a teacher self-assessment sheet has been prepared to send to the teachers of English to be chosen by stratified random sampling of the approved junior high schools of Oklahoma.

A jury, composed of professional educators who are recognized in the field of English, has been selected to evaluate the adequacy of this instrument.

You have been selected as a well-qualified person to serve on this jury.

Will you please check the enclosed data and self-assessment sheets and return them to me as soon as possible? A stamped addressed envelope is included for your convenience in returning the questionnaire to me. I hope you will feel free to add suggestions and make criticisms.

Your cooperation and participation will be greatly appreciated.

Sincerely yours,

Rachel McMillen

Enclosures

APPENDIX D

DETAILS OF SUGGESTIONS MADE BY JURORS

TEACHER-SELF ASSESSMENT SHEET

Item 1

Eight recommendations were made with respect to Item 1. Three jurors suggested substituting the word "traditional" for the word "formal." The writer decided to insert "traditional" in parenthesis after the words Formal Grammar.

Two jurors suggested changing the word "linguistic" to "structural." The writer decided to insert "structural" in parenthesis after the words Linguistic Grammar.

Two jurors recommended elaborating on the meaning of Formal Composition and distinguishing between Written Communication and Formal Communication. The writer decided that the teachers of English in Oklahoma would be able to interpret these two meanings; therefore, no revision was made.

One juror recommended that the term Literature should be more specific. English, American, World, Poetry, Fiction were added in parenthesis following the word Literature.

One juror suggested that a distinction should be made between Written Communication and Formal Composition. The writer believed that teachers of English in Oklahoma would know the difference in the two terms; therefore, no revision was made.

One juror suggested the addition of Literature for Adolescents as a subheading for Item 1. The writer believed that this addition would overlap

subheading 1, Literature. No revision was made.

One juror suggested the changing the word "logical" to "critical" in subheading 16. The subhead was changed to Critical Thinking and the word "logical" in parenthesis was added.

Item 2

There were nine suggestions for change in the subheadings in Item 2. No criticism was offered more than once.

One juror suggested that subheading 1 should be more specific. English, American, World, and Poetry were added in parenthesis following the word Literature.

One juror recommended changing the word "formal" to "traditional" in subheading 6. The word "traditional" was added in parenthesis after the words Formal Grammar.

One juror recommended making a distinction between Written Communication and Formal Composition. The writer decided that teachers of English in Oklahoma would know the difference in the two terms; therefore, no revision was made.

One juror suggested adding the word "skills" after Basic Reading, subheading 3. This revision was made. The writer decided to add the word "skills" after subheading 4 also making this subheading read Study Reading Skills.

As a subheading of Item 2, one juror suggested the addition of the term "Literature for Adolescents." The writer believed that this addition would overlap subheading 1 Literature. No revision was made.

One juror asked this question, "Should junior high school teachers

teach library science or discussion group techniques?" This question was in reference to subheading 14 and subheading 18. In many junior high schools in Oklahoma, library science is an added enrichment to the curriculum. Discussion groups are accepted teaching techniques in Oklahoma.

One juror suggested grouping the subheadings relating to skills together and grouping subheadings relating to subject matter together. The writer believed the suggestion applicable to both Items 1 and 2; therefore, this revision was made for both Items 1 and 2.

Item 3

Six recommendations were made with respect to Item 3. One juror suggested that a distinction should be made between Group Teaching and Team Teaching. The writer decided that the respondents could interpret the intended meanings. No revision was made.

One juror suggested that an overlap existed in subheading 3 and subheading 14, Teaching Machines and Programmed Learning. The writer decided that these subheadings do not overlap; therefore, no revision was made. Due to this suggestion, however, these subheadings were regrouped so that the criticized items were placed consecutively.

Item 4

Item 4 was concerned with the feelings of competence of the teachers with respect to having adequate knowledge of materials and sources which can be used to make classes more interesting and informative. No criticisms or suggestions for change were offered by the jury of experts; no revisions were made.

Item 5

Item 5 was concerned with the feeling of competence of the teachers with regard to their ability to organize and control a classroom. No juror suggested revision or change. No revision was made.

Item 6

Item 6 was concerned with the feelings of competence of the teachers with regard to their ability to direct extra-curricular activities. No juror suggested revision or change. No revision was made.

Item 7

Item 7 was concerned with the feelings of competence of the teachers with regard to their ability to handle several kinds of classes.

One juror suggested adding "average group" as subtopic b and making "slow group" subtopic c. This revision was made.

Details of changes made in response to jury suggestions.

Personal Data Sheet

Items 1, 2, 3, and 4 on the personal data sheet was concerned with the type of institution attended by the respondent.

Several suggestions for improvement were made by the various jurors:

Add the word "other" to Items 1, 2, 3, and 4

Provide for 2 years junior college and 2 years in a 4 year institution.

Substitute the word "is" for "was" in Items 2 and 4.

The word "other" was added to Item 1 only. Revision in format was made in Items 1, 2, 3, and 4.

For Item 4, no criticisms or suggestions for change were offered by the jury of experts. No revisions were made.

Items 5, 6, and 7 refer to college hours completed and degree or degrees held by the respondent. No revision was suggested; no revision was made.

Item 8 was concerned with the date of last college hours in English preparation. No revision was suggested; therefore, no revision was made.

Item 9 was concerned with number of semester hours in English taken since certification in English. One juror asked that provision be made for those respondents who went to college using the quarter system. In Item 15, provision for such respondents was included. In Item 9 the word Oklahoma was inserted before the word certification.

Item 10 was concerned with improvement of preparation to teach English. One juror suggested the addition of the word "Research" to Item 10 as a subheading. The writer decided that this suggestion was not applicable to teachers of English in junior high school. No revision was made.

Item 11 was concerned with the preparation of the teachers in the National Council of Teachers of English (NCTE). One juror suggested changing the word "Meetings" to "Convention." This subheading was changed to "Attending Meetings and Conferences." As a subheading of Item 11 one juror suggested the addition of "Giving Talks on Meetings." Due to this suggestion the following subheading was added to Item 11: "Reporting to own faculty on meetings attended."

Item 12 was concerned with the participation of the teachers in the Oklahoma Council of Teachers of English (OCTE). The changes made in Item 11 were also made in Item 12.

Items 13, 14, 15, 16, and 17 were concerned with college majors, minors, and course work. The following suggestions for improvement were made:

Make space for more than one major and minor in Items 13 and 14.
 Add a literary genre to Item 14.
 Question the use of the word "semester" in Item 15.
 Specify Composition, Rhetoric, Creative, etc. in subheading 1 of Item 15.
 Add "Beyond Freshman English" to Item 15.
 Add the word "World" under Literature in Item 15.
 Add Structural and Transformational grammars to Item 15.
 Add Literary Criticisms to Item 15.
 Differentiate between period, major author, and genre (novel, drama courses) in Item 17.

The following revisions were made:

More space was provided for majors and minors in Items 13 and 14.
 The word "semester" was excluded from Item 15.
 The word "World" was added to subheading 3 in Item 15.
 The writer did not believe "Literature for Adolescents" to be pertinent to this study. This subheading was not added.
 The writer decided that "Literary Criticisms" had no place as a subheading of Item 15.
 "History and Structure of the Language" was added in subheading 8 of Item 15. Beyond freshman composition was added in parenthesis to subheading 8.
 A distinction for literary genre was made in Item 17 instead of to Item 15.
 The writer decided to not specify Composition, Rhetoric, Creative, and other types of written English to subheading 1 of Item 15.

Items 18, 19, 20, 21, 22, 23, and 24 were concerned with certification, teaching fields, experience in teaching, and present employment of respondent.

The members of the jury made no suggestions for improvement for these items of the instrument. However, the writer did make a few changes in the format of this section.

APPENDIX E

SUMMARY OF CHECK LIST REVISIONS SUGGESTED BY JURORS

SUMMARY OF CHECK LIST REVISIONS SUGGESTED BY JURORS

The revised version of Item 1 showing the accepted recommendations of the jurors is as follows:

- *Literature (including English, American, World, Poetry, Fiction)
 - Drama
 - Essay
 - History of English Language
- *Formal Grammar (traditional)
- *Linguistic Grammar (structural)
 - Journalism
 - Library Science
 - Speech Arts
 - Literary Reading
 - Basic Reading Skills
 - Study Reading Skills
 - Mechanics and Usage
 - Oral Communication
- *Written Communication
 - *Formal Composition
 - Creative Writing
 - *Critical Thinking (logical)
 - Listening
 - Discussion Group Technique

The revised version of Item 2 showing the accepted recommendations of the jurors is as follows:

- *Literature (including English, American, World, Poetry, Fiction)
 - Drama
 - Essay
 - History of English Language
- *Formal Grammar (traditional)
- *Linguistic Grammar (structural)
 - Journalism
 - Library Science
 - Speech Arts
 - Literary Reading
 - Basic Reading Skills

Study Reading Skills
 Mechanics and Usage
 Oral Communication
 *Written Communication
 *Formal Composition
 Creative Writing
 *Critical Thinking (logical)
 Listening
 Discussion Group Technique

The revised version of Item 3 is as follows:

Group Teaching
 Team Teaching
 *Other Programmed Learning
 *Teaching Machines
 Radio and Television
 Newspapers
 Trips and Excursions
 Parent Conferences
 Evaluation
 Standard Testing
 Informal Testing
 *Interpreting Data in Files
 Group Reports
 Socio Dramas and Role Playing
 Book Reviews
 Others _____

4. Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and more informative?
5. Do you feel confident of your ability to organize and control a classroom?
6. Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers?

The revised version of Item 7 is as follows:

Heterogeneous classes
 Homogeneous classes, based
 on ability grouping

- a. fast group
- b. average group
- c. slow group

 Ungraded classes

APPENDIX F
REVISED CHECK LIST FOR TRIAL RUN

Revised Check List for Trial Run

TEACHER SELF-ASSESSMENT

		<u>Degree of Confidence</u>			
		None	Little	Adequate	Outstanding
1.	Do you feel confident of your own academic competence (knowledge) in:				
	Literature (including English, American, World, Poetry, Fiction) .				
	Drama				
	Essay				
	History of English Language				
	Formal Grammar (traditional).				
	Linguistic Grammar (structural)				
	Journalism				
	Library Science				
	Speech Arts				
	Literary Reading				
	Basic Reading Skills.				
	Study Reading Skills.				
	Mechanic and Usage.				
	Oral Communication.				
	Written Communication				
	Formal Composition.				
	Creative Writing				
	Critical Thinking (logical)				
	Listening				
	Discussion Group Technique.				
2.	Do you feel confident of your ability to teach:				
	Literature (including English, American, World, Poetry, Fiction) .				
	Drama				
	Essay				
	History of English Language				
	Formal Grammar (traditional).				
	Linguistic Grammar (structural)				
	Journalism				
	Library Science				
	Speech Arts				
	Literary Reading.				
	Basic Reading Skills.				
	Study Reading Skills.				
	Mechanic and Usage				
	Oral Communication				
	Formal Composition				
	Creative Writing				
	Critical Thinking (logical)				
	Listening				
	Discussion Group Technique.				
	Use of Mass Media				

Degree of Confidence

	None	Little	Adequate	Outstanding
3. Do you feel competent to use the following practices, materials, or devices in your classes?				
Group Teaching	---	---	---	---
Team Teaching	---	---	---	---
Other Programmed Learning.	---	---	---	---
Teaching Machines.	---	---	---	---
Radio and Television	---	---	---	---
Newspapers	---	---	---	---
Trips and Excursions	---	---	---	---
Parent Conferences	---	---	---	---
Evaluation	---	---	---	---
Standard Testing	---	---	---	---
Informal Testing	---	---	---	---
Interpreting Data in Files	---	---	---	---
Group Reports	---	---	---	---
Socio Dramas and Role Playing	---	---	---	---
Book Reviews	---	---	---	---
Others _____	---	---	---	---

4. Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and more informative?	---	---	---	---
5. Do you feel confident of your ability to organize and control a classroom?	---	---	---	---
6. Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers?	---	---	---	---
7. Do you feel confident of your ability to handle:				
Heterogeneous classes	---	---	---	---
Homogeneous classes, based on ability grouping	---	---	---	---
a. fast group	---	---	---	---
b. slow group	---	---	---	---
c. average group.	---	---	---	---
Ungraded classes	---	---	---	---

DATA SHEET

1. Type of institution you attended for 50 per cent or more of your UNDERGRADUATE preparation:
 University _____ Liberal Arts College _____ State College _____ Other _____
2. This institution was: Private _____ Public _____
3. Type of institution you attended for most of your GRADUATE preparation:
 University _____ Liberal Arts College _____ State College _____
4. This institution was: Private _____ Public _____
5. What is the highest degree you hold: BA ___ BS ___ MA ___ MS ___ M.Tchg. ___ Ed.D. ___ Ph.D. ___
6. Date of highest degree _____
 Year
7. Date of last college hours _____
 Year
8. Date of last college hours in English preparation _____
9. Number of semester hours in English taken since Oklahoma certification _____
10. Have you done other things to improve your preparation to teach English such as:
 None Little Much
 Literary Reading _____
 Travel to places of literary interest _____
 Professional literature relating to teaching of language arts _____
 Others _____
11. Do you participate in the NCTE by: Always Usually Seldom Never
 Paying Dues _____
 Attending Meetings and Conferences _____
 Reporting to own faculty on meetings attended _____
 Taking part on Programs _____
 Reading the English Journal _____
 Contributing to the English Journal _____
12. Do you participate in the OCTE by:
 Paying Dues _____
 Attending Meetings and Conferences _____
 Reporting to own faculty on meetings attended _____
 Taking part on Programs _____
 Reading the Oklahoma English Bulletins _____
 Contributing to the OCTE Newsletter _____

APPENDIX G

DETAILS AND SUMMARY OF SUGGESTIONS OBTAINED BY THE TRIAL RUN

Details and Summary of Suggestions Obtained by the Trial Run

Subheading 10, Literary Reading, of Items 1 and 2 should be changed to Literary Reading Skills. This subheading should follow Study Reading Skills making it subheading 12 in both Item 1 and Item 2.

Subheading 1 of Item 3 should be clarified by adding in parenthesis these words - "Instructional grouping within a class."

Subheading 3 of Item 3 is misplaced. This subheading should follow the subheading Radio and Television making it subheading 5.

Subheading 10 should be Standardized Testing, not Standard Testing.

Spaces for checking should be provided after subheading 16, Others.

The work "Little" should be changed to "Some" under Item 10 on the Data Sheet.

The work "informal" should be added after subheading 2 of Item 15.

The space lines for checking should be omitted after subheading 3 of Item 15.

Subheading 4 should be moved to follow subheading Speech. The words "and Play Production" should be added to subheading 4.

Subheading 7 should be followed by the words "technical or formal." These words should be in parenthesis.

The parenthesis should be closed after subheading 8.

Item 18 should be changed to read "Type of certificate on which you are currently assigned."

Item 19 should be changed to read "Total years teaching experience including 1964-65."

Item 21 should be changed to read "Number of Classes of English you are teaching per day."

The suggested revisions were made and the final form of the questionnaire to be used in the study was developed and printed in booklet form.

APPENDIX H

FINAL CHECK LIST USED TO GATHER DATA

ATTITUDES OF TEACHERS OF ENGLISH
IN CERTAIN OKLAHOMA JUNIOR HIGH SCHOOLS
TOWARD THEIR OWN COMPETENCIES

Oklahoma

Spring 1965

Rachel McMillen
Stillwater Junior High School
Stillwater, Oklahoma

Authoritative Comments
about the Study

"Your questionnaire seems well made to obtain information about English teachers . . . How can I obtain a report of your findings? and when?

Eugene E. Slaughter
Head, Department of English
Southeastern State College
Durant, Oklahoma

"You have made a good start. Many of us will be interested in your findings. I hope you will submit a report to The English Journal.

Alfred H. Grommon
Professor of Education and
English
Stanford University

"Thank you for sending me a copy of the questionnaire you propose to distribute to teachers of English in junior high schools of Oklahoma. I am greatly interested in it and think it can prove to be extraordinarily significant. I hope that you will let me know what the results are.

J. N. Hook
Professor of Education
University of Illinois

"Your proposed study of the attitudes of teachers of English with respect to their own proficiency in the various areas of English and their feelings of competence with respect to the teaching of English should produce results that will be significant in the preparation of prospective teachers of English as well as in the inservice education of teachers.

I do hope that a good cross-section of the English teachers of Oklahoma will cooperate with you in making this study.

Dorothy Knappenberger
President, Oklahoma Council
of Teachers of English

Dear Fellow Teacher:

I am undertaking a study at Oklahoma State University whereby I hope to ascertain the attitudes of teachers teaching English in junior high schools in Oklahoma toward their own knowledge of subject matter and toward their competency in certain teaching skills. I am interested in seeing whether or not certain factors in their background and education are or are not related to their attitudes. I believe that any findings of the study will be of interest and value to teachers of English.

The study will involve sampling as I cannot contact all the junior high teachers of English in Oklahoma. You have been selected as a teacher who can make a worthwhile, dependable contribution to the data of the study.

I do hope you will help. It will take about thirty minutes of your time and you will need to consult your official transcript for some of the information called for on the data sheet.

The check list is self-explanatory. Will you please check it carefully and return it to me as soon as possible. I am enclosing an enclosing an evenlope for your convenience.

Please do not put your name, your school, or any other identifying mark on the booklet.

I will be most grateful for your help.

Sincerely,

Rachel McMillen

TEACHER SELF-ASSESSMENT

		<u>Degree of Confidence</u>			
		None	Little	Adequate	Outstanding
1.	Do you feel confident of your own academic competence (knowledge) in:				
	Literature (including English, American, World, Poetry, Fiction)				
	Drama				
	Essay				
	History of English Language				
	Formal Grammar (traditional).				
	Linguistic Grammar (structural).				
	Journalism.				
	Library Science				
	Speech Arts				
	Basic Reading Skills.				
	Study Reading Skills.				
	Literary Reading Skills				
	Mechanic and Usage.				
	Oral Communication.				
	Written Communication				
	Formal Composition.				
	Creative Writing.				
	Critical Thinking (logical)				
	Listening				
	Discussion Group Technique.				
2.	Do you feel confident of your ability to teach:				
	Literature (including English, American, World, Poetry, Fiction)				
	Drama				
	Essay				
	History of English Language				
	Formal Grammar (traditional).				
	Linguistic Grammar (structural)				
	Journalism				
	Library Science				
	Speech Arts				
	Basic Reading Skills.				
	Study Reading Skills.				
	Literature Reading Skills				
	*Mechanic and Usage				
	Oral Communication				
	Written Communication				
	Formal Composition				
	Creative Writing				
	Critical Thinking (logical)				
	Listening				
	Discussion Group Technique.				

Degree of Confidence

	None	Little	Adequate	Outstanding
3. Do you feel competent to use the following practices, materials, or devices in your classes:				
Group Teaching (Instructional grouping within a class)				
Team Teaching				
Teaching Machines				
Radio and Television.				
Other Programmed Learning				
Newspapers				
Trips and Excursions.				
Parent Conferences				
Evaluation				
Standardized Testing.				
Informal Testing.				
Interpreting Data in Files.				
Group Reports				
Socio Dramas and Role Playing				
Book Reviews.				
Others _____				
_____				
4. Do you feel that you have adequate knowledge of materials and sources which can be used to make your classes more interesting and more informative?				
5. Do you feel confident of your ability to organize and control a classroom?				
6. Do you feel confident of your ability to direct extra-curricular activities such as plays, assemblies, yearbooks, newspapers? _____				
7. Do you feel confident of your ability to handle:				
Heterogeneous classes				
Homogeneous classes based on ability grouping				
a. fast group.				
b. slow group.				
c. average group				
Ungraded classes.				

DATA SHEET

1. Type of institution you attended for 50 per cent or more of your UNDERGRADUATE preparation:

University _____ Liberal Arts College _____ State College _____ Other _____

2. This institution was: Private _____ Public _____

3. Type of institution you attended for most of your GRADUATE preparation:

University _____ Liberal Arts College _____ State College _____

4. This institution was: Private _____ Public _____

5. What is the highest degree you hold: BA _____ BS _____ MA _____ MS _____ M.Tchg. _____ Ed.D. _____ Ph.D. _____

6. Date of highest degree _____
Year

7. Date of last college hours _____
Year

8. Date of last college hours in English preparation _____

9. Number of semester hours in English taken since Oklahoma certification _____

10. Have you done other things to improve your preparation to teach English, such as:

	None	Some	Much
Literary Reading	___	___	___
Travel to places of literary interest	___	___	___
Professional literature relating to teaching of language arts	___	___	___
Others _____	___	___	___

11. Do you participate in the NCTE by: Always Usually Seldom Never

Paying Dues	___	___	___	___
Attending Meetings and Conferences	___	___	___	___
Reporting to own faculty on meetings attended	___	___	___	___
Taking part on Programs	___	___	___	___
Reading the English Journal	___	___	___	___
Contributing to the English Journal	___	___	___	___

12. Do you participate in the OCTE by:

Paying Dues	___	___	___	___
Attending Meetings and Conferences	___	___	___	___
Reporting to own faculty on meetings attended	___	___	___	___
Taking part on Programs	___	___	___	___
Reading the Oklahoma English Bulletings	___	___	___	___
Contributing to the OCTE Newsletter	___	___	___	___

13. College major or majors: undergraduate _____
 graduate _____

14. College minor or minors: undergraduate _____
 graduate _____

15. How many hours do you have in each of the following areas:
 (Including both graduate and undergraduate hours.)

	<u>Semester hours</u>	<u>Quarter hours</u>
Written English	_____	_____
Oral English (informal)	_____	_____
Literature		
English	_____	_____
American	_____	_____
World	_____	_____
Journalism	_____	_____
Library Science	_____	_____
Speech (technical or formal)	_____	_____
Dramatics and Play Production	_____	_____
History and Structure of English Language (beyond Freshman composition)	_____	_____

16. How many of literature hours are in general courses, such as Survey of English literature? _____

17. How many of your literature hours are in special areas (such as: Special Periods-16th Century, Romance, etc.; Single Authors-Milton, Poe, etc.; Literary genre-Novel, Poetry, Drama, etc.) _____

18. Type of certificate on which you are currently assigned:

	<u>Elementary</u>	or	<u>Secondary</u>
Temporary	_____		_____
Provisional	_____		_____
Standard	_____		_____

If secondary, in what subject field or fields are you certified:

(1) _____ (2) _____ (3) _____

19. Total years teaching experience including 1964-65

_____	_____	_____
<u>Elementary</u>	<u>Junior High</u>	<u>Senior High</u>

20. Total years teaching English _____

21. Number of classes of English you are teaching per day _____

22. Number of classes of other subjects you are teaching per day _____

23. What is the average class size of your English classes:

Less than 20 _____ 20-30 _____ 30-40 _____ More _____

24. Do you have supervisory assistance from a specialist in teaching the language arts? Yes _____ No _____

APPENDIX I

LETTER TO PRINCIPALS OF THE 305 APPROVED JUNIOR HIGH SCHOOLS
TO OBTAIN NUMBER OF TEACHERS QUALIFIED FOR THE STUDY

P. O. Box 14
Stillwater, Oklahoma
October 30, 1964

Principal

Dear Sir:

I am presently engaged in a research study of which the major purpose will be to determine the degree of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence.

The population from which I hope to obtain the data for the study will be teachers of English chosen by a stratified random sampling of the approved junior high schools of Oklahoma. This includes your school.

Would you please fill out the blank at the bottom of this letter and return it to me. An addressed stamped envelope is enclosed for your convenience.

Your cooperation is greatly appreciated.

Yours sincerely,

Rachel McMillen

enclosure

(Detach and Return)

There are _____ (the number) teachers teaching two or more classes in English per day in

Principal

APPENDIX J

LIST OF APPROVED OKLAHOMA JUNIOR HIGH SCHOOLS OBTAINED FROM
THE STATE BOARD OF EDUCATION OF OKLAHOMA

LIST OF APPROVED OKLAHOMA JUNIOR HIGH SCHOOLS OBTAINED FROM
THE STATE BOARD OF EDUCATION OF OKLAHOMA

Ada	Ada	6	Bernington	Bernington	1
	Byng	2			
	Latta	1	Berryhill	Berryhill	1
Adair	Adair	1	Bethany	Bethany	3
Afton	Afton	1	Binger	Binger	1
Alex	Alex	2	Bixby	Bixby	2
Altus	Central	4	Blackwell	Blackwell	3
	Northeast	4			
Alva	Alva	4	Blanchard	Blanchard	2
Anadarko	Anadarko	3	Broken Arrow	Broken Arrow	6
			Union	Union	1
Antlers	Antlers	2	Broken Bow	Broken Bow	2
Apache	Apache	2	Buffalo	Buffalo	2
Arapaho	Arapaho	1	Burns Flat	Burns Flat	4
Ardmore	Ardmore	12	Butler	Butler	2
	Dickson	3			
	Plainview	1	Cache	Cache	2
Arkoma	Arkoma	1	Caddo	Caddo	1
Arnett	Arnett	2	Calvin	Calvin	1
Atoka	Atoka	3	Carnegie	Carnegie	3
Barnsdall	Barnsdall	2	Carter	Carter	1
Bartlesville	Central	6	Catoosa	Catoosa	2
	Madison	6			
Beaver	Beaver	2	Cement	Cement	1
			Chattanooga	Chattanooga	2

Checotah	Checotah	2	Dill City	Dill City	1
Chelsea	Chelsea	2	Duncan	Duncan	10
Cherokee	Cherokee	2	Edmond	Edmond	6
Chickasha	Chickasha	6	Eldorado	Eldorado	1
	Lincoln	1	Elgin	Elgin	2
Choctaw	Choctaw	3	Elk City	Elk City	3
	Nicoma Park	2		Merritt	2
Chouteau	Chouteau	1	Elmore City	Elmore City	3
Claremore	Claremore	4	Enid	Emerson	6
Clayton	Clayton	1		Longfellow	6
Coalgate	Coalgate	2		D. Waller	5
Colbert	Colbert	1	Erick	Erick	1
Colcord	Colcord	2	Eufaula	Eufaula	2
Commerce	Commerce	2	Fairview	Fairview	3
Concho	Cheyenne-		Fletcher	Fletcher	2
	Arapaho	1	Ft. Cobb	Ft. Cobb	1
Copan	Copan	2	Ft. Gibson	Ft. Gibson	2
Cordell	Cordell	2	Ft. Smith	Pocola	1
Goweta	Goweta	2	Fox	Fox	1
Cromwell	Butner	2	Frederick	Frederick	3
Custer	Custer	1	Garber	Garber	3
Cyril	Cyril	1	Geary	Geary	1
Dale	Dale	2	Gould	Gould	1
Davenport	Davenport	1	Grandfield	Grandfield	1
Davis	Davis	2	Granite	Granite	2
Dewar	Dewar	1	Grove	Grove	2
Dewey	Dewey	2	Guthrie	Faver	3
Dibble	Dibble	2		Fogarty	3

Guymon	Guymon	3	LeFlore	LeFlore	1
Hammon	Hammon	1	Lenapah	Lenapah	1
Harrah	Harrah	2	Lexington	Lexington	2
Hartshorne	Hartshorne	2	Lindsey	Lindsey	3
Haskell	Haskell	3	Locust Grove	Locust Grove	2
Haworth	Haworth	1	Lone Wolf	Lone Wolf	1
Healdton	Healdton	2	Lookeba- Sickles	Lookeba- Sickles	2
Heavener	Heavener	2	Madill	Madill	3
Hinton	Hinton	1	Mangum	Mangum	3
Hobart	Hobart	3	Marietta	Marietta	3
Hollis	Hollis	2	Marlow	Marlow	2
Hooker	Hooker	2	Maud	Maud	1
Hulbert	Hulbert	1	Maysville	Maysville	2
Idabel	Idabel	2	McAlester	L'Ouverture McAlester	1 6
Indianola	Indianola	1	McCloud	McCloud	1
Inola	Inola	1	Meeker	Meeker	2
Jay	Jay	2	Miami	Will Rogers	5
Jones	Jones	2	Midwest City	Carl Albert Kerr Monroney	6 8 8
Keota	Koeta	1	Minco	Minco	1
Kingfisher	Kingfisher	2	Moore	Moore	9
Kingston	Kingston	2	Mooreland	Mooreland	1
Konawa	Konawa	1	Morris	Morris	3
Laverne	Laverne	2	Moton	Taft	1
Lawton	Central Douglass Eisenhower Tomlinson	10 4 7 11	Mountain View	Mountain View	3

Muldrow	Muldrow	2	Ponca City	East West	7 5*
Muskogee	Robertson West	9 4	Porter	Porter	1
Mustang	Mustang	2	Porum	Porum	1
Newkirk	Newkirk	2	Poteau	Poteau	2
Noble	Noble	1	Prague	Prague	2
Norman	Central	4	Pryor	Pryor	3
Nowata	Nowata	2	Purcell	Purcell	3
Oaks Mission	Oaks Mission	2	Quapaw	Quapaw	1
Oilton	Oilton	1	Quinton	Quinton	1
Okeene	Okeene	1	Ramona	Ramona	1
Okemah	Okemah	2	Rattan	Rattan	2
Oklahoma City	Capitol Hill	7	Ringling	Ringling	1
	Central	6	Roosevelt	Roosevelt	2
	Crooked Oak	6	Ryan	Ryan	1
	Harding	7	Salina	Salina	1
	Hoover	8	Sallisaw	Sallisaw	4
	Jackson	7	Sand Springs	Sand Springs	7
	Jefferson	15	B. T. Wash- ington	B. T. Wash- ington	2
	Marshall	7	Sapulpa	Sapulpa	7
	Millwood	2	B. T. Wash- ington	B. T. Wash- ington	1
	Northeast	3	Sentinel	Port Sentinel	1 1
	Western Heights	4	Shattuck	Shattuck	1
Roosevelt	12	Shawnee	Bethel	2	
Star-Spencer	7	Shidler	Shidler	2	
Okmulgee	Dunbar	2	Skiatook	Skiatook	2
	Okmulgee	5	Sperry	Sperry	1
Owasso	Owasso	2			
Panama	Panama	1			
Pauls Valley	Pauls Valley	3			
Perkins	Perkins	3			
Perry	Perry	3			
Picher- Cardin	Picher- Cardin	1			

Spiro	Spiro	3	Vanoss	Vanoss	1	
Sterling	Sterling	1	Velma-Alma	Velma-Alma	2	
Stigler	Stigler	2	Vian	Vian	1	
Stillwater	Stillwater	5*	Vinita	Vinita	3	
Stilwell	Cave Springs	1	Walters	Walters	2	
	Stilwell	3	Warner	Warner	2	
Stonewall	Stonewall	1	Watonga	Watonga	2	
Stratford	Stratford	2	Waurika	Waurika	3	
Stroud	Stroud	2	Wayne	Wayne	2	
Tahlequah	Tahlequah	4	Waynoka	Waynoka	1	
Talihina	Talihina	2	Weatherford	Weatherford	3	
Tecumseh	Tecumseh	2	Welch	Welch	1	
Temple	Temple	2	Weleetka	Weleetka	1	
Texhoma	Texhoma	1	Wellston	Wellston	1	
Tipton	Tipton	2	Westville	Westville	2	
Tishomingo	Tishomingo	3	Wewoka	Wewoka	3	
Tonkawa	Tonkawa	2	Wilson	Wilson	2	
Tulsa	Anderson	5	Wister	Wister		
	Bell	7	Woodward	Woodward	4	
	Carver	7	Wyandotte	Wyandotte	1	
	Cleveland	8	Wynnewood	Wynnewood	2	
	Clinton	6	Yale	Yale	2	
	East Central	5	Yukon	Yukon	5	
	Hamilton	9	Total schools	274	Total teachers	790
	Lowell	3				
	Madison	4				
	Mann	5				
	Monroe	6				
	Nimitz	7				
	Roosevelt	4				
	Whitney	13				
	Wilson	9				
	Wright	7				
Valliant	Valliant	1				

*Omitted in total teacher tabulation
Used teachers as jury

APPENDIX K

LETTER TO PRINCIPALS OF SCHOOLS CHOSEN BY RANDOM SAMPLING AS
RESPONDENTS FOR THE STUDY

Box #14
Stillwater, Oklahoma
April 5, 1965

Dear

I am undertaking a study in which I believe you will be interested. In order to make the study, however, I will need your assistance and that of some of your teachers.

The major purpose of the study is to determine the degree of confidence with which teachers of English in approved junior high schools of Oklahoma view their own academic and professional competence. This will be done through the use of a questionnaire including a self-assessment section and a section concerned with professional data.

Last fall you reported to me that _____ teachers in your building met my criteria. I am, therefore, sending you _____ copies of the check booklets. Will you please give these to the teachers of English in your building who teach two or more classes of English per day. It will take about thirty minutes of their time. Each teacher should return the booklet in the envelope provided for her.

I will be most grateful and appreciative for the consideration and assistance you and your teachers give me.

Yours truly,

Rachel McMillen

VITA

Rachel Augusta McMillen

Candidate for the Degree of

Doctor of Education

Thesis: ATTITUDES OF TEACHERS OF ENGLISH IN CERTAIN OKLAHOMA JUNIOR HIGH SCHOOLS TOWARD THEIR OWN ACADEMIC AND PROFESSIONAL COMPETENCIES

Major Field: Education

Biographical:

Personal Data: Born at Okemah, Oklahoma, the daughter of Roy A. and Ruth Bryan Krumme.

Education: Graduated from Central State College, Edmond, Oklahoma, with Bachelor of Arts Degree in 1941; graduated from Oklahoma State University with Master of Science Degree in 1957; attended Oklahoma State University and completed requirements for the Doctor of Education Degree in 1966.

Professional Experience: Teacher in elementary schools in Oklahoma from 1936 to 1941 and the year 1945-1946; teacher in elementary schools in Texas from 1959 to 1961; teacher in elementary schools in Oklahoma from 1961 to 1963; teacher of English in Stillwater Junior High School, Stillwater, Oklahoma, from 1963 to the present.